THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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Comments by Tom Ramsay

One of our colleagues, teaching in a large midwestern university graduate school, asked us to send specimens of basic skills tests. His consulting contract with a southeastern manufacturing company related to installation of a new computer-controlled manufacturing facility to be staffed with existing employees.

He reviewed and selected our Ramsay Corporation Job Skills Reading — Form A and asked to review some of our maintenance tests.

Another colleague is using several tests from our maintenance test series to select craft workers for specific trades. We have more than 20 different tests including Mechanic, Electrician, Machinist, and Electronics and Instrument Technician.

We are always happy to share a review copy of our materials with SIOP members.

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The Industrial-Organizational Psychologist

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SIOP '93 SAN FRANCISCO: GET READY AND GO!

Lynn R. Offermann

Hope you've made your reservations and are all set for SIOP '93. Hotel reservations have been flooding in, and we're expecting a great turnout. Your SIOP Program Committee has lined up lots of program options to keep you involved, stimulated, and well-socialized. What's new at SIOP '93? Look on:

More sessions (87)
More posters (200)
Three student poster awards
Two master tutorials (one with **Milt Hakel** on implementing a graduate student development center, and one with **Frank Landy** on a time lapse view of I/O, 1890-1930), a debate on negative affectivity research, and a simulation/ newscast (new format) on managers across time with **Doug Bray** and **Ann Howard**
Invited addresses by **Mary Ann Von Glinow** (international human resource management), **Ian Mitroff** (organizational structures of the future), and **Stella Nkomo** (diversity)
Awards addresses by **C. H. Lawshe, Gerald V. Barrett, J. R. Hackman,** and **John R. Hollenbeck**
A New Member Social for those recently joining SIOP to meet your President and Executive Committee (if you joined SIOP in the last year and didn't get an invite, call **Marcia Andberg** at (612) 786-4343). Look for our newest members with the special badge markers and say hello!
Greater focus on interactive sessions, including a formal post-symposium discussion hour on downsizing with full attendance by symposium panelists, an invited discussion hour on organizational creativity, and an international conversation hour to share perspectives on issues surrounding working time/hours

As usual, there will be cash bar social hours both Friday and Saturday nights to meet old friends and make new ones. **Frank Landy** is again organizing a run for those relishing early Saturday morning exercise, and T-shirts will be on sale to runners and nonrunners alike.

Please note that there will be no Xerox-type copies of the program mailed to you prior to the final program. The actual program will be mailed to all members and registrants during the same time frame you usually received the preprinted copy. This will be your only copy, so please bring your program with you to the conference.

Now, all we need is you. See you there!

A Message From Your President

Wayne Cascio

The work world is changing, and a key challenge for I/O psychologists is to play a central role in its evolution. More on that later, but first let's examine some of these changes. One phenomenon that is very '90s is that of downsizing. To compete in global markets, firms are trying to do more with less—less energy, less waste, less time, and far too often, with fewer workers. At the end of 1992, U.S. firms were cutting workers at the rate of 2,200 per day. For many workers, this has altered the psychological contract that binds employers and employees. Gone are the days when organizations could be depended on to "take care" of their people, and to receive undying loyalty in return. However, it's not just the workforce that is changing—so is the very nature of work and the way it is designed, evaluated, and rewarded.

These changes have affected individual workers, unions, managers, and policy makers at local, state, and national levels. For the individual worker, a key issue is that of *employment* security, not just *job* security. In a recent poll of members of the Communications Workers of America, 78% of respondents indicated that technological change had increased the skill requirements of their jobs. Workers at all levels realize that the Paul Principle is all too real: over time, people become uneducated, and therefore incompetent to perform their jobs at a level that they once performed at adequately. To maintain one's employment security, one must have skills that are in demand in the labor market—and that means continual investments in training and retraining.

Unions have become more receptive to changes in restrictive work rules, so that a machine operator may now also do some maintenance, an airline reservation agent may also collect tickets from embarking passengers, and skilled trades workers may pitch in with whatever needs to get done during busy periods at work. Several years ago a visiting Korean labor economist did a survey of Korean workers of U.S.- based operations of Korean multinational firms. Watching him tabulate and summarize his results (that were entirely in Korean), I asked him what he found. His response: Korean expatriates were shocked at the rigidity of American workers, whose jobs were defined so narrowly and whose restrictive work rules stifled multi-function work. Among Korean workers it is an accepted practice to do whatever is necessary to help their companies succeed even if that means working out of one's job classification. Fortunately, the U.S. approach to work design is beginning to change as firms try to do more with less.

Managers at all levels are beginning to realize that training is no longer a source of competitive advantage—it is now a competitive necessity. A common argument for ***not*** offering training used to be that, given the mobility of the workforce, much of the money spent on training by individual employers would be lost to competitors who do not train, but who raid trained workers from companies who do. Today, according to several recent articles, workers who stay with companies cite "training opportunities" as a major reason for doing so. Moreover, a recent report from the Brookings Institution found that over a 50-year period, on-the-job learning is estimated to have been responsible for 55% of the improvements in labor productivity, compared to only 26% for pre-employment schooling.

Policy makers too, have taken notice. Indeed, the Clinton administration is actively encouraging firms to invest in worker training—from basic quantitative and verbal skills, to the use of advanced technology, to team-building. Perhaps at no time in our history has I/O psychology been better positioned to take advantage of the massive changes occurring in the work place. Let's think about the implications for our field.

One implication of doing more with less is that in the lean, flat organizations of the '90s, firms will be paying more attention to their selection decisions. With increasing frequency, people will not be selected for their ability to do a single job, but rather because they have the intellectual ability and personal flexibility to learn to do many different jobs, even across different functions. Organizations are looking for people who will embrace change rather than resist it, and who are willing to accept increased responsibility and accountability (a.k.a. "empowerment"). This implies significant changes in the ways that careers are viewed (fewer vertical promotions) and that success is measured. In short, the views of the American worker about organizational life, managing as a career, hard work, rewards, and loyalty will never be the same.

Another implication of these changes is that more and more workers will be functioning in teams. Jobs that are truly independent in nature (e.g., sales people with non-overlapping territories) will be few in number. More than ever before, jobs will be interdependent and coordinated in nature. This implies that performance will be evaluated and rewarded less on an individual basis and more on a group basis. That bucks the U.S. cultural tradition of "rugged individualism," and poses an enormous challenge for management. Indeed, in working with practicing managers both in public- and in private-sector organizations, a question that I am asked more and more frequently is, "How do we design performance appraisal and incentive systems for teams?" Yes, the very nature of work is changing, as is the way it is designed, evaluated, and rewarded.

The final issue that I would like to address, is that of workforce diversity. Demographers tell us that throughout the '90s, 80% of new entrants to the

workforce will come from just three groups: women, racial and ethnic minorities, and immigrants. Yet diversity is much broader in concept, for there will be increasing diversity in the work force in terms of characteristics like age, education, language, and culture, just to name a few dimensions. This suggests that over time, the work place will less resemble a melting pot than a mosaic. As we look around the world—in the former Yugoslavia, in the former Soviet Union, in our own country—we see considerable evidence of racial and ethnic disharmony. Yet as the composition of the workforce increasingly resembles the composition of society, in all of its diversity, then Rodney King's simple plea will be ever more relevant: "Can't we all just get along?"

The challenge to I/O psychology will be to develop, implement, and promote team-building strategies and organizational change strategies that transcend individual differences and that will focus attention on some broader objective, such as Total Quality Management. We have the tools, the talent, and the know-how to do that.

This my last column as your president, but these are certainly not my last words on issues that face us. I feel invigorated by the challenges that confront us, and the confidence that we can meet them. We have a well-developed scientific literature on most of the work place and workforce issues that confront us. We have much to contribute to the policy debate, and much to contribute to the improvement of productivity and to the quality of working life for men and women in a changing world. Let's get on with the job!

Journal of Occupational and Organizational Psychology

Special issue: Marienthal and Beyond: 20th century research on unemployment and mental health — *edited by* David Fryer (Volume 65, Part 4, December 1992).

Psychological health and employment status in an island community — *L. Harding & J. Sewel*
Unemployment and alcohol disorder in 1910 and 1990: Drift versus social causation — *D. Dooley, R. Catalano & R. Hough*
Unemployment and psychological distress among graduates: A longitudinal study — *W. B. Schaufeli & N. W. Van Yperen*
Spare time use and psychological well-being in employed and unemployed young people — *A. H. Winefield, M. Tiggemann & H. R. Winefield*
Expectancy-value theory and unemployment effects — *N. T. Feather*
The role of income, life-style deprivation and financial strain in mediating the impact of unemployment on psychological distress: Evidence from the Republic of Ireland — *C. T. Whelan*
Towards a social psychology of the labour market: Or why we need to understand the labour market before we can understand unemployment — *B. Burchell*
Reflections on Marienthal and after — *M. Jahoda*

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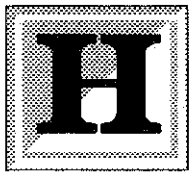
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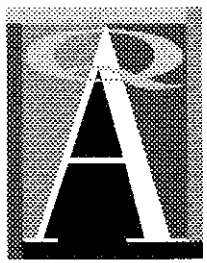


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CALL FOR NOMINATIONS AND ENTRIES
1994 AWARDS
of the
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Distinguished Professional Contributions Award
Distinguished Scientific Contributions Award
Distinguished Service Award
Edwin E. Ghiselli Award for Research Design
Ernest J. McCormick Award for Distinguished Early Career Contributions
S. Rains Wallace Dissertation Award

(Deadline: 17 September 1993)

Send nominations and entries for all awards to:
Joan Brannick
Jack Eckerd Corp.
8333 Bryan Dairy Rd.
Clearwater, FL 34647

The following instructions apply for the Distinguished Professional Contributions, Distinguished Scientific Contributions, Distinguished Service Contributions, and the Ernest J. McCormick Awards.

Nomination Guidelines and Criteria

1. Nominations may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.
2. Only members of the Society for Industrial and Organizational Psychology may be nominated for the award.
3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee.
4. Letters of nomination, vitae, and all supporting letters or materials must be received by 17 September 1993.

Administrative Procedures

1. The SIOP Awards Committee will review the letters of nomination and all supporting materials of all nominees and make a recommendation concerning one or more nominees to the Executive Committee of the Society for Industrial and Organizational Psychology. Two or more nominees may be selected if their contributions are similarly distinguished.
2. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.
3. In the absence of a nominee who is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

In recognition of outstanding contributions to the practice of industrial and organizational psychology.

The award is given to an individual who has developed, refined and implemented practices, procedures, and methods that have had a major impact on both people in organizational settings and the profession of industrial and organizational psychology. The contributions of the individual should have advanced the profession by increasing the effectiveness of industrial and organizational psychologists working in business, industry, government, and other organizational settings.

The recipient of the award is given a certificate and a cash prize of $500. In addition, the recipient is invited to give an address at the meeting of the Society for Industrial and Organizational Psychology that relates to his or her contributions.

Criteria for the Award

The letter of nomination should address the following points:

(a) The general nature of the nominee's contributions to the practice of industrial and organizational psychology.

(b) The contributions that the nominee has made to either (1) the development of practices, procedures, and methods, or (2) the implementation of practices, procedures, and methods. If appropriate, contributions of both types should be noted.

(c) If relevant, the extent to which there is scientifically sound evidence to support the effectiveness of the relevant practices, procedures, and methods of the nominee.

(d) The impact of the nominee's contributions on the practice of industrial and organizational psychology.

(e) The stature of the nominee as a practitioner vis-a-vis other prominent practitioners in the field of industrial and organizational psychology.

(f) The evidence or documentation that is available to support the contributions of the nominee. Nominators should provide more than mere testimonials about the impact of a nominee's professional contributions.

(g) The extent to which the nominee has disseminated information about his or her methods, procedures, and practices through publications, presentations, workshops, and so forth. The methods, procedures, and practices must be both available to and utilized by other practicing industrial and organizational psychologists.

(h) The organizational setting(s) of the nominee's work (industry, government, academia, etc.) will not be a factor in selecting a winner of the award.

See also the **Nomination Guidelines and Criteria and Administrative Procedures.**

Winners of the Award

1977	Douglas W. Bray	1986	Paul W. Thayer
1978	Melvin Sorcher	1987	Paul Sparks
1979	Award withheld	1988	Herbert H. Meyer
1980	Award withheld	1989	William C. Byham
1981	Carl F. Frost	1990	P. Richard Jeanneret
1982	John Flanagan	1991	Charles H. Lawshe
1983	Edwin Fleishman	1992	Gerald V. Barrett
1984	Mary L. Tenopyr	1993	Award withheld
1985	Delmar L. Landen		

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

In recognition of outstanding contributions to the science of industrial and organizational psychology.

This award is given to the individual who has made the most distinguished empirical and/or theoretical scientific contributions to the field of industrial and organizational psychology. The setting in which the nominee made the contributions (i.e., industry, academia, government) is not relevant.

The recipient of the award is given a certificate and a cash prize of $500. In addition, the recipient is invited to give an address at the meeting of the

Society for Industrial and Organizational Psychology that relates to his or her contributions.

Criteria for the Award

The letter of nomination should address the following issues:

(a) The general nature of the nominee's scientific contributions.
(b) The most important theoretical and/or empirical contributions.
(c) The impact of the nominee's contributions on the science of industrial and organizational psychology, including the impact that the work has had on the work of students and colleagues.
(d) The stature of the nominee as a scientist vis-a-vis other prominent scientists in the field of industrial and organizational psychology.

See also the **Nominations Guidelines and Criteria** and **Administrative Procedures.**

Winners of the Award

1983	William A. Owens	1989	Lyman W. Porter
1984	Patricia C. Smith	1990	Edward E. Lawler, III
1986	Marvin D. Dunnette	1991	John P. Campbell
1986	Ernest J. McCormick	1992	J. Richard Hackman
1987	Robert M. Guion	1993	Edwin A. Locke
1988	Raymond A. Katzell		

DISTINGUISHED SERVICE AWARD

In recognition of sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology.

This award is given for sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations. The recipient is given a certificate and cash prize of $500.

Criteria for the Award

The letter of nomination should address the nature and quality of the nominee's service contributions. A detailed history of the individual's service-oriented contributions should be provided. It should specify (a) the offices held by the nominee, (b) the duration of his or her service in each such office, and (c) the significant achievements of the nominee while an incumbent in each office.

See also the **Nominations Guidelines and Criteria** and **Administrative Procedure.**

Winners of the Award

1989	Richard J. Campbell and Mildred E. Katzell	1991	Mary L. Tenopyr
		1992	Irwin L. Goldstein
1990	Paul W. Thayer	1993	Robert M. Guion

ERNEST J. McCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

In recognition of distinguished early career contributions to the science or practice of industrial and organizational psychology.

This award is given to the individual who has made the most distinguished contributions to the science and/or practice of industrial and organizational psychology within seven (7) years of receiving the Ph.D. degree. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

The recipient of the award is given a certificate and a cash prize of $500. In addition, the recipient is invited to give an address at the meeting of the Society for Industrial and Organizational Psychology that relates to his or her contributions.

The Ernest J. McCormick Award for Distinguished Early Career Contributions is sponsored by Consulting Psychologists Press, Incorporated.

Criteria for the Award

The letter of nomination should address the following issues:

(a) The general nature of the nominee's contributions to science and/or practice.
(b) The most important contributions to science and/or practice.
(c) The impact of the nominee's contribution on the science and/or practice of industrial and organizational psychology, including the impact that the work has had on the work of students and colleagues.
(d) The status of the nominee as a scientist and/or practitioner vis-a-vis other prominent scientists and/or practitioners in the field of industrial and organizational psychology.

Documentation should be provided that indicates that the nominee received his or her Ph.D. degree no more than seven years preceding the awards submission deadline of 17 September 1993.

See also the **Nominations Guidelines and Criteria** and **Administrative Procedure.**

Recent Winners of the Award

1992 John R. Hollenbeck
1993 Raymond Andrew Noe

EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN

In recognition of the research proposal that best shows the use of scientific methods in the study of a phenomenon that is relevant to the field of industrial and organizational psychology.

The award is given to the author(s) of the best research proposal in which scientific methods are used to study a phenomenon of relevance to the field of industrial and organizational psychology. The proposal should demonstrate the use of research methods that are rigorous, creative, and highly appropriate to the study of the phenomenon that is the focus of the proposed research. The proposal should cover research that is at either the design stage or is in very early stages of pilot-testing. Proposals covering completed research should not be submitted.

The author(s) of the best proposal is (are) awarded a certificate and a $500 prize. In addition, the Scientific Affairs Committee of the Society for Industrial and Organizational Psychology will assist the winner in both obtaining funding and locating sites for the conduct of the proposed research. This offer of assistance, however, does not obligate the award winner(s) to actually perform the proposed research. The recipient(s) of the award will be asked to make a presentation dealing with the proposal at the meeting of the Doctoral Consortium for Organizational Psychology.

If more than one outstanding research proposal is submitted for review, the Awards Committee may recommend that an otherwise outstanding, but not a winning, proposal be awarded honorable mention status.

Criteria for Evaluation of Proposals

Research proposals will be evaluated in terms of the following criteria:

1. The degree to which the proposed research addresses a phenomenon that is of significance to the field of industrial and organizational psychology.
2. The extent to which the proposal shows appropriate consideration of the relevant theoretical and empirical literature.
3. The degree to which the proposed research will produce findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion).

The setting of the proposed research is of lesser importance than the capacity of the study to produce highly valid conclusions about a real-world phenomenon of relevance to the field of industrial and organizational psychology. The methods of the proposed research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the proposed research is actually capable of being conducted.
5. The degree to which the proposed research, irrespective of its outcomes, will produce information that is of both practical and theoretical relevance.
6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.
7. The degree to which the proposal provides for the appropriate coverage and consideration of (a) research objectives, (b) relevant theoretical and empirical literature, and (c) research methods. Note that a budget for the proposed research should not be submitted.

Guidelines for Submission of Proposal

1. Proposals may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Society, the American Psychological Association or by any person who is sponsored by a member of one of these organizations.
2. Proposals having multiple authors are acceptable.
3. Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, etc. However it excludes references.
4. Proposals should be prepared in accord with the guidelines provided in the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
5. Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.
6. No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted.
7. Individuals who have previously won the award are eligible to submit proposals covering research other than that covered in their award

winning proposal(s). However, to win an award a third time, the author must show evidence of having completed at least one or the two previously proposed studies.

8. Proposals must be received by 17 September 1993.

Administrative Procedures

1. Proposals will be reviewed by the Awards Committee of the Society for Industrial and Organizational Psychology.
2. The Awards Committee will make a recommendation to the Executive Committee of the Society for Industrial and Organizational Psychology about the award winning proposal and, if appropriate, a proposal deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.
4. In the absence of a proposal that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Winners of the Award

1984	Max Bazerman & Henry Farber	1989	Kathy Hanisch & Charles Hulin
1985	Gary Johns	1990	Award withheld
1986	Craig Russell & Mary Van Sell	1991	Award withheld
1987	Sandra L. Kirmeyer	1992	Julie Olson & Peter Carnevale
1988	Award withheld	1993	Elizabeth Weldon

S. RAINS WALLACE DISSERTATION RESEARCH AWARD

In recognition of the best doctoral dissertation research in the field of industrial and organization psychology.

This award is given to the person who completes the best doctoral dissertation research germane to the field of industrial and organizational psychology. The winning dissertation research should demonstrate the use of research methods that are both rigorous and creative.

The winner of the award will receive a certificate and a cash prize of $500. He or she will also be asked to make a presentation based on the award-winning dissertation research at the meeting of the Doctoral Consortium for Industrial and Organizational Psychology.

Criteria for Evaluation and Submissions

Research proposals will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of industrial and organizational psychology.
2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.
3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of industrial and organizational psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.
4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.
5. The degree to which the research yields information that is both practically and theoretically relevant and important.
6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of the Society for Industrial and Organizational Psychology, the American Psychological Society, the American Psychological Association.
2. Each entrant should submit ten copies of an article-length paper based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
3. Papers are limited to a maximum of 75 double-spaced pages. This limit includes the title page, abstract, tables, figures, references, and appendices.
4. Papers should be prepared in accord with the guidelines provided in the third edition of the *Publication Manual of the American Psychological Association.* Note, however, that the abstract may contain up to 300 words.
5. The paper must be based on a dissertation that was accepted by the graduate college two years or less before 17 September 1993, with

the stipulation than an entrant may only submit once.

6. The entrant must provide a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation. In addition, the entrant must provide a letter of endorsement from a member of the Society for Industrial and Organizational Psychology, the American Psychology Society, or the American Psychological Association who is familiar with the entrant's dissertation. Both of these letters may be from the same individual.
7. Entries (accompanied by supporting letters) must be received by 17 September 1993.

Administrative Procedures

1. All entries will be reviewed by the Awards Committee of the Society for Industrial and Organizational Psychology.
2. The Awards Committee will make a recommendation to the Executive Committee of the Society for Industrial and Organizational Psychology about the award winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendation of the Awards Committee, but may not substitute recommendations of its own.
4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Recent Winners of the Award

1970	Robert Pritchard	1982	Kenneth Pearlman
1971	Michael Wood	1983	Michael Campion
1972	William H. Mobley	1984	Jill Graham
1973	Phillip W. Yetton	1985	Loriann Roberson
1974	Thomas Cochan	1986	Award withheld
1975	John Langdale	1987	Collette Frayne
1976	Denis Umstot	1988	Sandra J. Wayne
1977	William A. Schiemann	1989	Leigh L. Thompson
1978	Joanne Martin and Marilyn A. Morgan	1990	Award withheld
		1991	Rodney A. McCloy
1979	Stephen A. Stumpf	1992	Elizabeth W. Morrison
1980	Marino S. Basadur	1993	Deborah F. Crown
1981	Award withheld		

SIOP Members of Other APA Awards

AWARDS FOR DISTINGUISHED SCIENTIFIC CONTRIBUTIONS

1957 Carl I. Hovland
1972 Edwin E. Ghiselli

DISTINGUISHED SCIENTIFIC AWARD FOR THE APPLICATIONS OF PSYCHOLOGY

1980 Edwin A. Fleishman
1983 Donald E. Super
1987 Robert Glaser

AWARDS FOR DISTINGUISHED PROFESSIONAL CONTRIBUTIONS

1976 John C. Flanagan
1980 Douglas W. Bray
1989 Florence Kaslow
1991 Joseph D. Matarazzo

DISTINGUISHED SCIENTIFIC AWARDS FOR AN EARLY CAREER CONTRIBUTION TO PSYCHOLOGY

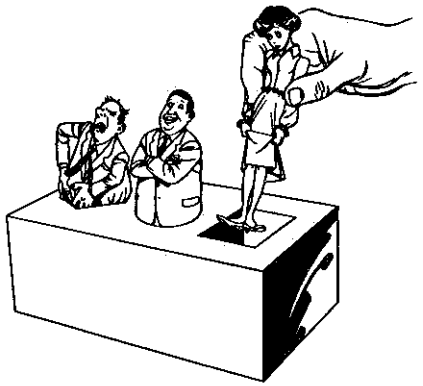
1989 Ruth Kanfer

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Update from the International Affairs Subcommittee External Affairs Committee

Mary D Zalesny

There are 5 items to cover in this **TIP** issue update.

1. International Affairs Subcommittee members, **Barbara Ellis, Mary Zalesny** and **Peter Weissenberg**, along with **Lois Tetrick** and **Don Davis**, have been working on a prototype of the rumored electronic bulletin board for SIOP members and others who have international interest. This electronic network is designed to promote the international exchange of information between/among I/O psychologists. Subscribers will be able to post notices, make inquiries, and converse with other subscribers on international issues concerning I/O psychologists. We hope that this electronic communication network will make it possible for I/O psychologists throughout the world to exchange information regarding such things as: collaborative research projects, faculty exchange opportunities, offers to host visitors, directions for future research, educational and training needs and opportunities, and announcements of meetings and workshops.

If you have access to BITNET, INTERNET, or a compatible electronic mail system, you may subscribe to the network. The simplest way to subscribe is to send a regular mail message to:

LAPSBE01@UTEPA

(Note: those are the numerals, zero and one, following the letters LAPSBE)

In the body of the message, type:

SUBSCRIBE SIOP-IA first name last name

Fill in your first name and last name in the appropriate places. Assuming that we successfully receive your mail message, you will be notified that your name has been added to the list. Once you have been added to the list, you may post messages to the bulletin board by sending your mail message to the list address. Using the normal mail commands, send your bulletin board messages to the following address:

SIOP-IA@UTEPA

Although we have debugged parts of the system, viable varmints are bound to be lurking about. So be patient, and if you have problems, contact the lucky list owner, **Barbara Ellis**, by one of the means listed below:

Snail mail: Department of Psychology, University of Texas at El Paso
El Paso, TX 79968-0553

E-mail: DQ00@UTEP
(Note: those are two zeros after the DQ in the user ID).

Phone: (915) 747-5551; FAX: (915) 747-5111

2. We received word from the Executive Committee concerning the timeliness with which international members are receiving their copies of **TIP**. "At their winter meeting, the Executive Committee approved funds to send **TIP** airmail to all foreign members. The Committee saw this as a practical short-term solution to the problems reported by foreign affiliates resulting from slow overseas delivery of **TIP**." According to Bill Macey and Ralph Alexander, program notices are already going airmail.
3. I sometimes receive information about upcoming international events or potential projects that I try to pass along in this column. One of our regular contributors is Donald Cole, RODC. Don is on the Board of the Organizational Development Institute, which has considerable involvement with international organizational efforts especially in Eastern Europe. There is too much detail in the newsletter that Don sends to pass along to you, but I urge those interested to contact Don directly for more information. He can be reached at The Organizational Development Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026 USA, (216) 461-4333.

   In a roundabout way, I received a letter from an engineer in Russia writing for a group of engineers who are interested in collaborating with psychologists to build a new Russia and a new world order. If you are interested in more information, you can call me or directly write Alexander Kapitansky, 53. Industrialnaya St., Apt. # 19, Severodvinsk 164501, Arkhangel Region, Russia. They appear to be associated with a (the?) Russian military/industrial complex. From past experience, I can assure you that the likelihood of their having funds available is zero. If you have funds and a desire to work closely in a mentoring and research role, this could be a great opportunity.
4. I receive unique requests from people asking for information about international jobs, specific research contacts they would like to make or organizations/groups with which they would like to become associated. As I am not a clearinghouse for any information coming into SIOP (and none of it would address specific needs), I recommend that you hang tight until the Bulletin Board is fully functional. In the meantime, I'll keep passing along what I receive.
5. I have moved, so all previous places through which you could correspond are less direct than having my new address and phone numbers. I can be reached at: **5959 Baker Road, Suite 300, Minnetonka, MN 55345, (612) 934-5561; FAX: (612) 934-8247.** I shall pass along my new BITNET address when I have it.

The National Academy of Sciences Establishes a Board of Testing and Assessment

Dianne C. Brown
APA Science Directorate

The National Academy of Sciences/National Research Council (NAS/NRC) is forming a new Board on Testing and Assessment (BOTA). As an adjunct to national efforts to improve education and reinvigorate business and industry, BOTA will undertake an ongoing review of assessment. Building on a strong foundation of research in the behavioral and social sciences, the board will evaluate the accumulating knowledge and experience with testing and assessment procedures, and it will bring important developments and successful innovative strategies to the attention of policy makers, educators, and employers.

The scope of BOTA's agenda encompasses testing and assessment issues in employment and educational settings. It will pay close attention to current efforts to produce standards—skill standards in industry and content standards in important school subjects—and the ways in which testing and assessment can support this vehicle of reform.

A major function of the board will be to place the scientific knowledge concerning testing and assessment into a pubic policy framework. It will make a concerted effort to help federal and state officials and other decision makers understand the evolving state of the art and the strengths and limitations of various types of testing or assessment programs for achieving their policy goals. In addition, the board will assist its sponsors in developing their research agendas by identifying technical questions that need attention, new approaches to assessment that warrant careful evaluation, and opportunities for technology transfers among institutions or programs. Sponsors of the project include NSF, the Department of Labor, the Department of Education, and the Department of Defense.

The board will also serve a wider audience by providing a neutral forum where people with different perspectives and priorities can come together to explore difficult issues on the common ground provided by research and disciplined inquiry. One example is the question of equity and fairness raised by the use of standardized tests and other judgment-based procedures to place students in special programs, to select among job applicants, and to allocate scare training opportunities.

Michael Feuer, Ph.D., is joining NAS as Director of the Board and plans to convene its first meeting this spring. Dr. Feuer was a senior analyst and project director with the Office of Technology Assessment and directed their studies on integrity testing and on educational assessment.

UPDATE: Subgroup Norming and the Civil Rights Act of 1991

Dianne C. Brown
APA Science Directorate

I'm beginning to get responses to the Action Alert in the January **TIP** (see p. 84) that urged industrial psychologists to submit their research, views and technical input on subgroup norming to EEOC to assist them when (and if) they draft regulations for the Civil Rights Act of 1991. Through discussions with both EEOC staff and Congressional staff who were involved in the passage of the Civil Rights Act, it is clear that the Congressional intent of section 106 was to ban the use of subgroup norms with cognitive ability tests and that nobody considered the impact on personality tests that have separate gender norms. EEOC staff are receptive to our input and this is a good chance for psychologists to be proactive in shaping policy. Kudos to those who have already submitted comments and to those who are working on it. It sends a positive message to policy makers that we're interested in legislation that affects our field and that we feel our expertise is relevant.

The Science Directorate has commissioned a white paper on the topic from **Paul Sackett**, our SIOP president-elect. We can look forward to his paper later this year. Division 18 (Psychologists in Public Service) have established a task force through its Policy and Public Safety Section that will be developing a statement on this issue to submit to EEOC.

TIP PROFILES: Kevin Murphy

Karen E. May
University of California, Berkeley

Like many industrial psychologists, Kevin did not consider a career in I/O psychology until after he started graduate school. His introduction to psychology began when he was an undergraduate at Siena College, a small liberal arts college outside of Albany, New York. He focused on clinical and experimental psychology there, and although he did not have a clear career direction at that time, his interest in psychology grew. At that point, there was a strong possibility that he would pursue a career in applied clinical psychology. He applied to a number of graduate schools in clinical psychology, and largely because there was no application fee, he applied to the experimental psychology program at the Rensselaer Polytechnic Institute.

Having been turned down by every clinical program he applied to, Kevin entered the Masters Program in experimental psychology at Rensselaer Polytechnic Institute (RPI) in 1974. On his first day in the experimental program, Kevin learned of I/O psychology and, on the advice of fellow student Bob McIntyre, joined the I/O psychology program. RPI was a research-oriented program, strong in quantitative methods. While Kevin was at RPI he was involved in studies on the measurement of job satisfaction through which he learned how to conduct research and strengthened his data management and analysis skills.

Kevin continued pursuing his interest in quantitative psychology in the I/O program at The Pennsylvania State University. While at Penn State, Kevin did a lot of independent study. He describes himself as a "lousy" graduate student because he spent his time pursuing his own interests, kept to himself, and was not involved with other people's research projects. Despite his experience, Kevin does not advise this approach to graduate students. Perhaps the graduate school experience which had the most influence on Kevin was the semester he spent at the University of Stockholm. While in Stockholm, Kevin read widely on topics ranging from traditional I/O psychology to psychometrics to decision-making and spent much of his time with psychologists from areas outside of I/O. Kevin credits his ability to approach research questions from multiple perspectives to his breadth of reading and knowledge and now recommends a broader perspective to those entering the field.

While at the University of Stockholm, Kevin worked with Lars Nystedt on linear models of judgment. They studied people's ability to describe accurately their own judgment policies or strategies (Nystedt & Murphy, 1979) and they continued that research back at Penn State the following year; it eventually became the topic of Kevin's dissertation research. In his dissertation, Kevin suggested ways of looking at whether people's self-described decision policies are different than their actual decision polices. He studied situations in which information should have been differentially important to judgments, and asked people to describe their decision strategies. He learned that people can describe their decision strategies accurately; when people claim that they are applying a different policy, their behavior matches their descriptions (Murphy, 1982).

After completing his graduate work in 1979, Kevin left Penn State and took a position as an Assistant Professor in psychology at Rice University. He recalls that he never really considered a career in industry, because he was well-suited to the academic life; his father was an academic dean and he grew up on a college campus. While at Rice, Kevin continued his work on judgment, spending most of his time developing methods for conducting research. The department at Rice emphasizes the importance of programmatic research, something that Kevin has come to value highly. While there, his combined interest in judgment and psychometrics led to his interest in the

cognitive aspects of performance evaluation. Kevin left Rice after two years and took a position in the psychology department at New York University where he continued his work on performance evaluation. The basic theme of Kevin's performance evaluation research has been trying to determine whether a behaviorally-based approach to evaluation is realistic. His work in this area has focused primarily on two questions: 1) what do people remember about behavior that they observe, and 2) what influence does people's memory have on their ratings and judgments of behavior? The general conclusion Kevin draws from his work is that he thinks that judgment comes first and that judgment guides perceptions and memory of behavior. One of the contributions of Kevin's work is a focus on the distinction between the process of observing and forming judgments about behavior and the process of making ratings of behavior (e.g., Murphy, Garcia, Kerkar, Martin, & Balzer, 1982; Murphy, Martin, & Garcia, 1982).

In 1984, Kevin joined the psychology department at Colorado State University where he has continued his work on performance evaluation. Through the process of writing *Performance Appraisal: An Organizational Perspective* (Murphy & Cleveland, 1991) with Jan Cleveland, Kevin's focus on performance appraisal has evolved to one in which he sees performance appraisal as a goal-directed activity (Cleveland & Murphy, 1992). He is interested in how the multiple purpose of performance appraisal affects both perceptions of behavior and ratings of behavior. He is also interested in exploring the differential implications of honest, harsh, and inflated ratings. Through that perspective he hopes to bring more understanding to the operation of ratings errors and biases.

In the last few years. Kevin has conducted research on invasive personnel practices including drug testing and integrity testing. His work on drug testing has focused on people's reactions to it, specifically on identifying the circumstances under which drug tests will be accepted by employees in an organization. He found that people will accept drug testing when the organization can make a good case for conducting the tests, and when everyone in the company has to take them (e.g., Murphy, Thornton, & Prue, 1991).

His interest in invasive personnel practices expanded to include integrity testing. Kevin has recently published *Honesty in the Workplace* (Murphy, 1993). He describes an interesting distinction between stealing *from* an organization and stealing *for* an organization. It seems that while loyalty and commitment deter employees from stealing from organizations most of the stealing that is done for organizations, such as price-rigging and misrepresentation, is done by those most loyal to the organization. Kevin sees two of the most interesting research questions in the area of integrity testing as 1) what will deter crimes both against and for the organization, and 2) how much honesty do organizations really want? Kevin suggests imagining an

organization in which everyone is totally honest as an exercise to start delineating the costs and benefits of honesty. He thinks that organizations could learn a great deal by grappling with the questions of how much honesty is desirable and about what kinds of issues should people be honest.

Kevin sees I/O psychology moving in the direction of a smaller distinction between the "I" and the "O," and notes that approaching "I" topics from an "O" perspective, and vice-versa, brings out more interesting and relevant questions. He sees how hard it is to find good practice that rests on good science and interprets this as evidence of the difficulty that the field has keeping science and practice hand-in-hand. He notes though that we are doing a better job of melding the two than many fields. Toward that end, Kevin thinks that all I/O psychologists should be conversant in both science and practice and that graduate training should be designed to support that goal.

Kevin's words of advice to new I/O psychologists? "Always go to the library before you go to the computer." He firmly believes in staying focused on what you know and doing a few things really well rather than many things moderately well. He thinks that some of his success as an I/O psychologist is due to an accurate assessment of what he knows, and sticking to those areas in his work. Kevin also believes that writing is a trainable skill, and suggests both practicing and planning before writing as two techniques toward better writing.

The single issue he identified as the most important for the field in the future is construct validity. Only by focusing on identifying and reducing the difference between what we measure and what we want to be measuring can we have confidence in our results and in the recommendations that come from them. This is one of a number of issues he sees frequently in his role as Associate Editor at *Journal of Applied Psychology*, a position he enjoys very much. In particular, he notes that he has the opportunity to read very widely and help people express their ideas more clearly. In that role, Kevin hopes to increase people's awareness of the importance of statistical power, the use of effect sizes, and the importance of writing clearly.

When he's not busy writing, conducting research, or reviewing *JAP* submissions, Kevin is likely to be found cooking. He says he'll cook anything that requires a lot of chopping because it is a great stress releaser. He is also interested in American and European 20th century history, and may even do some writing in that area some day. Kevin has contributed substantively to the field of I/O psychology through his work on performance evaluation, quantitative methods, and invasive personnel practices. In the future we can look forward to further contributions from Kevin in these areas.

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Lee J. Cronbach: Asking the Right Question

Robert Most
Consulting Psychologists Press

Lee J. Cronbach has been an influential voice in psychological methods and particularly, for psychological measurement. My recent discussions with him helped me realize both his contributions to I/O Psychology and how difficult it can be to communicate new methods in psychology. Communication was important to Lee because his primary goal was to improve research efforts by helping researchers ask the right questions and be clear about their purposes.

Lee is an educational psychologist, so why should I/O psychologists consider his legacy? First, there is *quantity;* among the ten most referenced articles in *Psychological Bulletin,* Lee authored four that had combined citations of more than 2,300 references (Sternberg, 1992). Lee was also well-referenced in the three volumes of Dunnette and Hough's *Handbook of Industrial and Organizational Psychology, Second Edition*: 35 pages for Volume 1, 40 pages for Volume 2, and 20 pages for Volume 3. One of his articles, *Selection theory for a political world,* was reprinted by IPMA as a classic.

Second, the *training* of others. His successful textbooks, influential monographs, and scholarly articles have had an impact on two generations of researchers. His two textbooks have been very successful: *Essentials of Psychological Testing* (1949, 1960, 1970, 1984, 1990) and *Educational Psychology* (1954, 1963, 1977). His books have laid the groundwork for new methods and new ways of thinking about psychological inquiry. These include: *Psychological Tests and Personnel Decisions* (Cronbach & Gleser,

1965); *The Dependability of Behavioral Measurements: Theory of Generalizability for Scores and Profiles* (Cronbach, Gleser, Nanda, & Rajaratnam, 1972); *Aptitudes and Instructional Methods: A Handbook for Research on Interactions* (Cronbach & Snow, 1977); and, *Designing Evaluations of Educational and Social Programs* (Cronbach with Shapiro, 1982).

Third is his *service* to the profession. Among the many positions to which he was elected or appointed, he was President of the American Psychological Association in 1956-57 and President of the American Educational Research Association in 1963-64. One position he is most proud of serving is he was the first Chair of the Committee on Test Standards (1950-53) for the American Psychological Association.

Career Path

Lee was born in Fresno, California in 1916. He was tested by a disciple of Lewis Terman of the Stanford-Binet and enrolled as a Terman "gifted." His family was told that his I.Q. was 200 (a few years ago, Lee discovered that the first test was invalid and a lower figure from a second test was used as the more accurate I.Q.). Because Lee had his I.Q. held up to him through his early life and because Lewis Terman was an active part of his life (advice on educational plans, encouragement, and later comment on professional writing), it is little wonder that Lee has had an interest in testing and abilities. When I asked him this question, he said that his basic interest has always been individual differences.

Lee graduated early from elementary school and finished high school at age 14. He entered Fresno State College as a chemistry major and graduated four years later with a degree in education. He was credentialed at U.C. Berkeley and went on to teach at Fresno High School.

In 1938, Lee began the pursuit of a doctorate in education at the University of Chicago where he was on the evaluation staff of an eight-year study monitoring 30 "progressive" high schools. Lee was the desk-bound analyst of the project and has since felt that he became an all-purpose methodologist in that environment.

Lee graduated from Chicago to teach at the State College of Washington. He taught psychology and began his first text, *Essentials of Psychological Testing*. Lee spent the war as a research psychologist at the Navy's sonar school in San Diego where he developed selection tests and training methods, and engaged in some psychophysical research.

Following the war, he went back to the University of Chicago as Assistant Professor of Education. The environment in Chicago was stimulating with a richness of academic activities for Lee to explore. One essential concept he kept from Chicago is that the scientist is a "construer" rather than a

"discoverer" of categories. This means that there is no clear demarcation of biological or psychological laws except those the mind creates. In 1948, Lee moved to the University of Illinois, Urbana, until 1964 when he left for Stanford University.

Methodological Adoption

In reading Lee's work and in talking to him about his writing, I was struck by how difficult it is to successfully spread new methods to the profession. By looking at Lee's hindsight can we shed light on the diffusion of scientific methods in psychology?

First, my own misperceptions. From reading some of Lee's work, I considered him to be an expert in measurement and on the more positivist approach to science; but quite the contrary, he is a big proponent of qualitative evidence. Lee sees psychology as part of the humanities. Characteristic of this attitude Lee wrote in 1989 that, "As soon as I had data to inspect, I kept finding that the methods of measuring and summarizing introduced artifacts—relationships that had nothing to do with the persons measured and everything to do with the choices the inquirer had made. Furthermore, these choices often buried important relationships." (Cronbach, 1989a).

The Western Electric study of productivity and change in lighting provides an example of using Lee's view of the qualitative over the quantitative (Cronbach, 1986). What made this study successful was the data were not accepted uncritically. The researchers not only detailed worker-by-worker evidence but they listened to conversations and made notes on the life of the group. It was this attention to the qualitative that allowed them to see behind the results into the effects of the experiment itself on productivity. Similarly, Lee often required his students to look at the fine grained and qualitative evidence, not just the quantitative.

"Psychological findings are contextual, and investigators should note as much of context and process as they can." (Cronbach, 1989a). In summary, quantitative evidence in psychology needs to be put in the perspective of the context and the qualitative.

Second is the value of not making the methodology too difficult to attain. In the 1950's, Lee and Paul Meehl wrote a landmark paper on construct validation (Cronbach & Meehl, 1955), a concept originated by Meehl but became cited as Lee's first authorship because of a coin toss (Cronbach, 1992). Cronbach seems somewhat regretful of the subsequent popularity of construct validation because it has made validation almost an impossible task (Cronbach, 1986). He wrote, "Our original presentation made construct validity more esoteric than it really is. Construct validation is nothing more than argument that combines data and accepted beliefs to bridge over uncertainties and reach a persuasive prediction...Unfortunately, the more

explicit a proposition and the more rigorous the investigation of it, the more likely it is to be disconfirmed...A program of validation for any one construct could require at least a lifetime's work, so almost no one attempted it" and finally, "Progress requires that we respect poorly formed and even 'untestable' ideas." (Cronbach, 1986).

Third is that citations don't necessarily mean accurate use. When asked to write about authoring four of the top ten *Psychological Bulletin* articles (Cronbach, 1992), he describes how he disavowed the methodology of one article three years later and yet it was the one cited and read most often. In an analysis of another article, he found "the articles can be divided into these roughly equal categories; those that profited from our work (or independently reached a similar view), mentions without evaluation or attempted use of our proposals, reliance on a formula we did not recommend, and analysis that misunderstood our reasoning or made incorrect moves."

Fourth is that complexity is the enemy of adoption. Lee broke down issues into all the breath and complexity involved; but although accurate, the methods became difficult for adoption. For example, his contribution of generalizability theory (Cronbach et. al., 1972) found its genesis in a desire to write a handbook on measurement. "The handbook would tell persons attacking problems in social science, education, and psychology how to get help from mathematical systems for transforming the flow of behavior and events into quantitative conclusions." (Cronbach, 1989a). This proved to be too ambitious and wound up being a thorough exposition of reliability. The concepts in generalizability theory, although powerful and useful, have only slowly diffused into practice, perhaps because of the complexity of the theory. In discussing this with Lee, he said that the book is complex and only a fraction of the material is absorbed by the reader. The book was written to provide a way of thinking. Anyone using generalizability theory would have to work out formulas for themselves. He believes that generalizability is a flexible tool that must be handled differently in each situation.

Fifth is the value of simplicity. When asked what he is proudest of, Lee cites the works that were kept simple. He feels *Essentials of Psychological Testing*, along with Anne Anastasi's text, defined excellence in the field. The organizing principles that he developed for the text are still true; his starting concepts have weathered the course of time and a changing world. He feels his most lasting impact was his work on the Committee on Test Standards where the committee wanted to keep the standards simple and clear. They also had to skirt between APA members who wanted an "APA seal of approval" for tests and those who did not want any prescriptive standards. Because a test must be seen within the context of its use, their goal became to assist professionals to judge how well a test can meet a particular need.

From this review I developed some rough rules for the adoption of new methodologies. For adoption:

1) it must be seen within the perspective of qualitative and contextual evidence;
2) it must be attainable using the cognitive and resource tools available;
3) it must be communicated clearly enough so that the method can be easily understood;
4) it must be proscriptive and simple enough for a "cookbook" approach; and
5) simplicity is its own virtue.

Relevance to I/O Psychology

Lee's work in the Educational context has relevance to I/O psychology and may provide some direction for both research and application. For example, Lee's work on evaluation (Cronbach with Shapiro, 1982) shows how to analyze the four sources of generalization: units (U), treatments (T), operations (O), and settings (S). This book shows how to evaluate the whole context (e.g., corporation, division, company, manager, work group) and what is required to generalize from specific context. An application would be that in selection research the data is within an industry and within a company; between companies and especially between industries there can be different labor markets. Different conclusions might be reached if separated by company or industry.

Lee's work on the aptitude by treatment interaction (Cronbach & Snow, 1977) parallels the work on the relationship between performance and intelligence. In this work he found few coherent interactions, and the most consistent interaction involved general abilities. "Students with superior intellectual development seem to profit from instruction that places on them considerable responsibility for organizing and interpreting. Conversely, below-average students tend to profit most from tightly structured lessons." (Cronbach, 1989a). For I/O practice an emphasis should be on diversity of training methods. In fact, the armed forces are moving to more of a hands-on training approach.

I/O Psychology requires pragmatism and Lee is very pragmatic about research. He writes: "If we frame our questions well it will save a great deal of research effort (Cronbach, 1986)." Lee feels that if researchers ask the right questions a lot of wasted or ambiguous research will be eliminated. He also argues for the reanalysis of data, "Multiple interpretations of information already in hand will often be more instructive, at less cost, than additional data gathering." Of course, he may have a bias towards working with the data since he enjoyed reworking filed data, "Weaving strands into a tapestry was what I enjoyed, not spinning the thread."

Lee's pragmatism extends to whether research should be conducted at all. Following are his rules (Cronbach, 1989b) for whether to start a research effort:

1) Prior uncertainty. Is the issue genuinely in doubt?
2) Information yield. How much uncertainty will remain at the end of a feasible study?
3) Cost. How expensive is the investigation, in time and dollars?
4) Leverage. How critical is the information for achieving consensus in the relevant audience? (Consensus regarding appropriate use of the test, or consensus that it should not be used.) This prioritizing steers the research away from *Dragnet* empiricism, which can be costly.

This respect for efficiency can also be seen in how Lee manages his time. This anecdote was related to me by a colleague at Stanford. At faculty meetings Lee would often do two things at the same time. For example, he would bring page proofs and be editing in pen and writing during the meeting. After other faculty had had their say, he would look up and say something like "The way we need to settle this is..." or "If you took care of this..." He had listened carefully to all the discussion and had processed a solution while editing his manuscript.

The impressions that I am left with are of a very serious social scientist who has great respect for clear thinking, incisive and efficient inquiry, and the rich and contextual complexity of psychological research.

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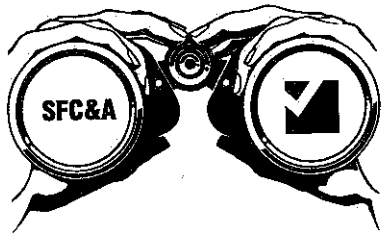
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IOTAS

Kurt Kraiger
University of Colorado at Denver

Errata

Whatta way to start...In January's **TIP,** I mentioned that Personnel Decisions, Inc. had expanded by opening an office in Houston, but failed to name **Art Gechman** as the new General Manager there. In November's **TIP,** I reported that **Don Mankin** is in Los Angeles co-authoring a book with Tora Bikson of the Rand Corporation, but mistakenly identified Don as "of the Rand Corporation" himself. In fact, he is only a Visiting Fellow there, a temporary—noncompensated—arrangement to facilitate work on the book. **Marv Dunnette** is working to complete the final installment of "History of I/O programs" (Minnesota), and it should be out in the next **TIP.**

Bingham Collection Update

In the last July's **TIP, Frank Landy** issued a plea for SIOP members to donate money towards the preservation of the Walter Van Dyke Bingham collection at Carnegie Mellon University. Concurrently, the SIOP dues statement went out with an opportunity for members to make their donations while paying their dues. According to figures presented at the winter executive meeting, SIOP members donated $6,632 through December, 1992. With SIOP's matching donation, the total amount greatly exceeds the original goal of $10,000.

If you are still interested in making a donation, you can make one directly to the university, according to some research by **Kitty Katzell.** Checks should be made payable to "University Archives," and marked "for Bingham Papers," and mailed to: **Ms. Gabrielle V. Michalak, Carnegie-Mellon University Archivist, University Libraries, Frew Street, Pittsburgh, PA 15213.**

Ch-Ch-Ch-Ch-Changes

Jerry Hedge has been named Chief Operating Officer at Personnel Decisions Research Institute, Inc. **Mary Zalesny** is now a Senior Consultant for Satisfaction Management Systems, Inc. in Minneapolis. A Human Resources Applied Research group has been formed at U S WEST. The team is led by **Will Manese**, formerly with AT&T and Northwestern Bell. **Don Zink** and **Jennifer Clayman** are Testing Specialists on the team. In addition to addressing ad hoc testing and selection issues, a more project will be to restructure the occupational selection process, using the Lashe/Guion synthetic validity model.

One in the Mud

This issue marks the completion of my first year as **TIP** Editor. Each issue becomes easier to compile, largely because of the efforts of my contributors. New board members **Charmine Hartel, Karen May**, and **Bob Most** have each done an excellent job of developing their columns, while **Tom Baker** continues to set the standard with his incredible, expanding Practice Network. Similarly, committee reporters such as **Mary Zalesny** and regular contributors such as **Wayne Camara** provide timely and interesting input.

That being said, I will now introduce the **TIP Reader Survey**. Yes, **TIP** meets TQM. Following IOTAS, you will find a brief survey on regular features. Please take a moment to indicate your satisfaction with these features, and to jot down your suggestions for **TIP's** future. Our motto is, and will continue to be, "You send it, we print it!" but feedback at this juncture will help me determine what type of material to encourage.

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Reader Survey

Below are a series of regular, or semi-regular features in **TIP**. For each, please rate them on two dimensions:

a) the extent to which you've valued them over the past year; and

b) whether you would like to see them continued over the next year.

"Valued" can mean interesting, useful, amusing, whatever. This isn't a scientific poll; choose your own construct definition.

Also included are three open-ended questions. Please use these to indicate any types of articles or features you would like to see more of, articles or features you would like to see less of, and any specific feedback you have for any of our regular columnists.

Please return this survey by May 10th, faxing it to Kurt Kraiger at (303) 556-3520. Thanks in advance for your cooperation.

	To what extent have you valued this feature over the past year?	Would you like to see this feature continued this year?
TIP PROFILES by Karen May	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it
Historical Figures by Bob Most	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it
History of I/O (Programs, milestones, etc.)	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it
Practice Network by Tom Baker	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it

	To what extent have you valued this feature over the past year?	Would you like to see this feature continued this year?
Master's Matters by Rosemary Lowe and others	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it
Vantage 2000 by Charmine Hartel	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it
Humor/Satire Pieces	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it
Legal Updates	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it
How SIOP Works (e.g., SIOP Committees in this issue)	1 ----2 ----3 ---4----5 Not at all valued Highly valued	1 -----2-----3-----4 ----5 Drop it Neutral Keep it

What types of articles or features would you like to see more of in **TIP**? Please be as specific as possible.

What types of articles or features would you like to see less of in **TIP**? Please be as specific as possible.

Please provide any specific feedback you have for any of the regular contributors or columnists for **TIP**.

SIOP MEMBERSHIP CRITERIA

Marcia M. Andberg
American Guidance Service

Membership in the Society for Industrial and Organizational Psychology Inc., (SIOP) is open to Fellows, Members, and Associates of the American Psychological Association (APA) and Fellows and Members of the American Psychological Society (APS).* Applications for Society Member, Associate or as Foreign or Student Affiliates of the Society are handled through the Society Membership Committee. Recommendations for status as Fellows are made through the Fellowship Committee.

SIOP's Purpose

Article I, Section 2 of the Society's Bylaws describes the Society's purpose as "to promote human welfare through the various applications of psychology to all types of organizations providing goods and services." Examples of such applications include: selection and placement of employees, organizational development, personnel research, design and optimization of work environments, career development, consumer research and product evaluation, and other areas affecting individual performance in or interaction with organizations.

Criteria for Membership in SIOP

Applicants for Society membership must (1) currently be members in good standing of either APA, APS or the I/O section of the Canadian Psychological Association; (2) have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing; (3) be engaged in study or professional work that is primarily psychological in nature; (4) be engaged in professional activities (research, teaching, practice) related to the purpose of the Society, as stated above.

Applicants for Society member not receiving a doctoral degree in I/O Psychology, or the equivalent thereof, should support their application with any one of the following: (1) two articles published in I/O related journals; (2) two letters or recommendation written by current Society members; (3) name of I/O related courses taught; or (4) copies of unpublished research or evaluation reports in the I/O areas.

Applicants for Society Associate membership must: (1) currently be associate members in good standing of APA; (2) have completed two years of graduate study in psychology at a recognized school; (3) have a Master's degree in psychology from a recognized graduate school; and (4) be engaged in professional or graduate work related to the purpose of the Society, as stated above.

* APS does not have a separate category for associate membership but does admit individuals to full membership who do not possess a doctoral degree.

Applicants for Society Foreign Affiliate membership must: (1) reside in a country other than the United States; and (2) meet all the criteria for Society Member or Society Associate Status with the exception that membership in APA or APS is not required.

Undergraduate and graduate students are eligible for student affiliate status in SIOP. Individuals applying for student affiliate status do not necessarily need to be majoring in psychology, but must have their faculty advisor sign their application form to verify they are currently a student in good standing. *Student members* are not required to be student members of APA or APS, but must be presently engaged in formal study related to the purpose of the Society, as stated above.

SIOP Application Process

Individuals interested in applying for any membership status in the Society should complete a member/associate member application or the SIOP student affiliate application and return it to: **SIOP Administrative Office, 657 East Golf Road, Suite 309, Arlington Heights, IL 60005**

Application information and forms are printed in **TIP** twice each year. Additional application forms can also be obtained from the SIOP Administrative Office.

The application review process for members and associate members may take 60 days or more. Once your application is returned to the SIOP Administrative Office, membership in APA or APS must be verified and you will then receive an acknowledgment that SIOP received and is processing your application. Next, applications and supporting documentation are mailed to the SIOP Membership Committee for review and evaluation. You will be periodically notified of the status of your application during this process. You will not be officially admitted into SIOP until payment of SIOP dues.

Applications from student affiliates are processed within 30 days of receipt because approval and review by the full Membership Committee is not required. New applicants for SIOP student affiliate status should enclose a check or money order made payable to SIOP for $10.00 with the application.

Dues

Dues statements are mailed each spring to all members, associate members, and student affiliates of SIOP. Dues for SIOP members and associates are $32.00 per year. Dues for student affiliates are $10.00 per year. Students will need to obtain the signature of their faculty advisor each year on the dues statement in order to retain student affiliate status in SIOP. Annual dues cover the calendar year for SIOP (May through April). Individuals accepted into SIOP prior to April 1st of each year will be billed the full dues for that year and receive all back issues of **TIP** and other mailings in that year.

Individuals may contact **Marcia M. Andberg at (612) 786-4343** for more information.

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Master's thesis title

Advisor(s)

Ph.D. thesis title

Advisor(s)

PUBLICATIONS (List your two most significant publications, if applicable)

Title of Publication	Publication	Date

PROFESSIONAL EXPERIENCE (List *present position first* and then list earlier positions)

Employer	Title	Supervisor	Dates	
			From	To
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2.				
3.				

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Show any additional information to support your application on the reverse side of this form or a separate page.

I certify the above information is correct. I authorize investigation of all statements contained in this application. I subscribe to and will support the purpose of the Society, "to promote human welfare through the various applications of psychology to all types of organizations providing goods or services, such as manufacturing concerns, commercial enterprises, labor unions or trade association, and public agencies."

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Personality Questionnaires in Selection: Privacy Issues and the Soroka Case [1]

Douglas N. Jackson and Jonathan D. Kovacheff
University of Western Ontario

Questions concerning the legitimacy and the legality of administering personality questionnaires to job applicants have arisen recently in an important case now working its way through the California courts *(Sibi Soroka et. al. v. Dayton Hudson Corporation).* This case is unique in that the California Court of Appeals, First Appellate Division, decided that the use of items that cover the areas of sex and religion infringe on the individual's guaranteed right to privacy. Although this decision has been appealed to the Supreme Court of California, psychologists should nevertheless pay particular attention to the specifics of this decision, as they speak directly to the relation between the right to privacy and the use of personality measures in the employment context.

The Soroka Case: Facts and Rulings

1. Sibi Soroka and others were required to complete a personality screening ("Psychscreen") comprising a combination of the Minnesota Multiphasic Personality Inventory (MMPI) and the California Psychological Inventory (CPI) as part of Target Store's (a division of the Dayton Hudson Corp.) pre-employment evaluation of security officers. Target viewed the emotional stability of its security officers as important because one of their main duties is the apprehension and arrest of suspected shoplifters. Target's stated intention was to identify and screen out persons who were emotionally unstable, who might put customers and employees at risk, or who might resist following directions or Target's rules and regulations.
2. The answer sheets were sent directly to a firm of consulting psychologists, who scored the tests and returned a rating for each job applicant on each of five dimensions (*emotional stability, interpersonal style, addiction potential, dependability and reliability, and socialization*) together with a recommendation regarding hiring. Target Store personnel did not evaluate individual responses.
3. Soroka and others were upset by certain questions appearing on Psychscreen, particularly those related to religious belief and to sexual behavior and preference. Accordingly, Soroka filed a class action suit on behalf of all persons so affected. Among the allegations

were violations to the constitutional right of privacy, and invasion of privacy.

4. Soroka particularly objected to questions on the MMPI concerning religion and sexual preference and behavior, e.g., "I believe in the second coming of Christ...I believe there is a Devil and a Hell in afterlife...I am very strongly attracted by members of my own sex;[and] Many of my dreams are about sex matters." He also challenged other types of items, but as will be evident, the appellate court's decision was based on the presence of the items concerning sex and religion; the court did not choose to discuss Soroka's other objections to the psychological assessment.
5. The trial court denied Soroka's motion for a preliminary injunction to prohibit the use of personality test screening prior to the outcome of the litigation. It ruled that Soroka had not demonstrated a reasonable probability of prevailing on the merits of the constitutional or statutory claims. The trial court found that Target's practice of administering Psychscreen to store security officer applicants was not unreasonable in that the plaintiffs had not shown that the use of Psychscreen exceeded acceptable limits of reasonableness. This decision was appealed by Soroka to the California Court of Appeals. The granting of a preliminary injunction has a key role in this case because under California law granting the preliminary injunction is tantamount to the court's deciding that based on the facts presented, the plaintiff is very likely to prevail as a matter of law at the trial.
6. The appellate court, in a 39-page decision, concluded that Target's pre-employment psychological screening violated both the right to privacy guaranteed under the California statutory prohibitions against improper inquiries into job applicants' religious beliefs and sexual orientation. (California legislation offers some of the most stringent protection of privacy rights in North America—other jurisdictions vary). The right to privacy, although enshrined in the California Constitution, was recognized by the court as not an absolute right, but it concluded that job applicants had the same rights as employees in that they were entitled to protection from incursions into their privacy unless the employer had a compelling interest in the information. Accordingly, it ruled that Soroka would likely prevail on the merits of the complaint and granted the preliminary injunction. In coming to this conclusion the appellate court ruled that the trial court erred in using a reasonableness test to determine the legality of the psychological screening. Under California statutes an employer may not refuse to hire a person on the basis of his or her religious beliefs or to make any non-job-related inquiry respecting religious creed. Furthermore, because California statutes also explicitly prohibit an

employer from discriminating against an employee because of his or her sexual orientation, the appellate court ruled that Target must show a compelling interest in asking questions that concern religious belief or sexual orientation. Because Target failed to show that it had a compelling interest in these questions the appellate court ruled with respect to questions concerning sexual orientation:

> The trial court committed an error of law when it determined that Psychscreen questions such as "I am very strongly attracted by members of my own sex" were not intended to reveal an applicant's sexual orientation. On its face, this question directly asks an applicant to reveal his or her sexual orientation. One of the five traits that Target uses the Psychscreen to determine is "socialization," which it defines as "the extent to which an individual subscribes to traditional values and mores and feels an obligation to act in accordance with them." Persons who identify themselves as homosexuals may be stigmatized as "willing to defy or violate" those norms, which may in turn result in an invalid test. As a matter of law, this practice tends to discriminate against those who express a homosexual orientation...It also constitutes an attempt to coerce an applicant to refrain from expressing a homosexual orientation by threat of loss of employment...Therefore, Soroka has established that he is likely to prevail at trial on this statutory basis...

7. Target's appeal to the California Supreme Court, now pending, has served to vacate the force of law of the appellate decision. APA has filed a letter and intends to file an amicus brief with the Supreme Court of California. This letter noted that Target Store personnel did not review item responses and, accordingly, Soroka's responses to particular items could not have entered directly into their hiring decision. It took the position that the scale and not the item should be the unit of analysis. Items on psychological tests, to quote from the letter, "are generally significant *not* because responses are directly job-related in and of themselves, but because a *group* of responses may together provide a measure of a job-related *characteristic*—such as emotional stability." The APA letter was otherwise silent on the justification for the particular items in dispute and did not seek to provide an explanation of the precise manner in which these items might relate to a characteristic that was job relevant. Nor did it address other aspects of the case of the appellate court decision.

Implications of the Soroka Case for the Use of Personality Measure in Personnel Selection

A primary implication that the psychologists can draw from this case is that one might decrease the possibility of litigation if one adheres to accepted standards of professional practice. In the present case there were a number of practices that many might regard as falling short of accepted practice. No formal job analysis was undertaken. Rather, the decision to use the particular instrument was based only on the general notion that emotional stability was important for the job. A personality measure was chosen that was developed more than fifty years ago on a population quite different from the job applicants in the present case. No explicit treatment of the relevance of the scales in this questionnaire for job selection was available. No empirical data on the validity of these measure for screening store security officers was gathered or available in the literature. (Target did argue that there were data available for police officers, but the appellate court viewed the store security job as quite distinct from that of police work.) A profile of personality characteristics was obtained for each job candidate based on clinical judgment, despite the evidence of the inferiority of clinical judgments over actuarial methods accumulated in the past four decades. Profiles generated for the specific purpose of job selection remained in personnel files after the hiring decision had been made, posing the threat of breaches of confidentially.

But the appellate court was not primarily interested in the above issues, but with the appropriateness of asking job applicants about matters that on their face were considered by the court to be unlawful basis for job selection. It might be argued that if the disputed items were shown to be parts of scales that were deemed to be relevant to job performance on the basis of empirical studies or on professionally-conducted job analyses, the defendants would have been in a better position to have argued that they had a "compelling interest" in this information. But even that might not have been sufficient to convince judges that it was necessary to include items dealing with sex and religion because legal methods of determining nexus are often different from those used by psychologists. (By "determining nexus" we mean establishing a logical and reasonable relation between two variables.) Judges often treat individual test items as they would any other question asked during the selection process; they scrutinize each one to determine whether on its face, it violates some principle of law. Hence, the issue of the face validity of individual test items may be of singular importance in a court of law. Psychologists, on the other hand, are somewhat more concerned with establishing scale and test validity. In order to minimize the risk of potential legal liability, psychologists should pay mush closer attention to the face validity of the individual test items. The appellate court spoke to this issue when it noted that one of Soroka's experts expressed the opinion that Target

could have employed the recent revision of the MMPI, which makes no reference to religious beliefs. In our opinion, if the psychologists had followed standard professional practice, while avoiding the use of items covering such taboo areas as sex and religion, it is very doubtful whether there would have been any case at all.

The case also raises questions about the choice of personality measures for job selection. On an omnibus personality questionnaire developed to aid clinical decision making, many clinicians might regard it as quite appropriate to gather information regarding sexual preferences, or otherwise to inquire about sexual behavior. But in our opinion these data, in general, are not job relevant. One can make a good argument for distinguishing questionnaires for clinical purposes from those designed for personnel selection, even if the intent in both cases is to appraise psychopathology.

There are occasions when items bearing on taboo areas such as sex, religion, or political opinions might be useful in appraising broader constructs, some of which might be job relevant. But the test constructor and user must consider whether or not there are adequate substitutes for measuring the intended construct that do not serve as "red flags" inviting litigation. In our experience, it is usually possible to find substitutes for disputed items and still obtain adequate reliability and validity. The use of scales based on the method of contrasted groups when the contrasted groups were other than those directly relevant to job selection, such as the case with the MMPI clinical scales, does create a problem because one cannot be sure that the construct of interest is. The strict empiricist does not believe in speculating on underlying constructs, but neither does he or she advocate using a scale developed for a particular purpose on a certain population for some other purpose on a different population without first doing a relevant empirical study.

We believe that APA was correct in raising with the California Supreme Court a concern about examining every item for job relevance. Simply addressing the job appropriateness of the particular items in dispute in the Soroka case and finding job relevance lacking might result in an unfortunate precedent, especially if subtle items present on a valid personality scale were disputed in a court of law. Users of intelligence tests or measures of verbal aptitude for selection purposes are not required to justify the job relevance of every vocabulary item. In our view, it would be unfortunate if a decision in this case placed this burden on those who attempted to employ personality measures for personnel screening.

In conclusion, we should emphasize that the appellate court in the Soroka case did not have any objection to the psychological screening of store security officers; indeed, it acknowledged that Target has a justifiable interest in hiring emotionally stable applicants. Neither did it find fault with the principle of using personality measures. It recognized that the right of privacy is not absolute in employment screening. The case turned on its finding that

the presence of questions concerning sex and religion in the test was, in the absence of a demonstration on a compelling interest in this information, a violation of California constitutional and statutory law. If users of psychological tests in personnel selection follow accepted professional practice, while avoiding unnecessary inquiries into such sensitive areas as sex, religion, and political opinions, they should be able to continue to take advantage of the potential inherent in the use of personality measures.

Footnote

1. Douglas N. Jackson served as an expert on personality assessment in the Soroka case. Jonathon D. Kovacheff is an attorney and a doctoral candidate in I/O psychology with interests in personnel selection. The authors thank Gary A. DeFilippo, Esq., for the opportunity to discuss this case with him.

A Proposal for Meta-Analysis As a Core Graduate Curriculum Requirement: Or, How to Derail the Evolution of a Meta-Analytic Priesthood

George M. Alliger
The University at Albany
State University of New York

Recently, Schmidt (1992) published an American Psychologist article ("What Do Data Really Mean? Research Findings, Meta-Analysis, and Cumulative Knowledge in Psychology") which, among other things, muses about the future of psychology. Specifically, the author wonders aloud whether the "wave of the future" in psychology is the evolution of a "two-tiered research enterprise." On the lower tier will be researchers who conduct single studies of psychological phenomena of interest. On the upper tier will be meta-analysts who "cumulate studies" and "make the scientific discoveries." The majority of researchers, will, presumably, be on the lower tier, for single studies are the grain which feed the meta-analysts' mill. Although Schmidt (1992) considers the possibility of such an evolution "worrisome" and "troublesome," he also considers its realization likely; indeed, "a structure similar to this already exists in some areas of I/O psychology."

The two-tier thesis is a fascinating one, raising many important questions. Some of these Schmidt (1992) has anticipated; for example, it is not clear how to keep the lower-tier sufficiently motivated to produce the necessary study replications. Of the two tiers Schmidt also asks, "What would be their relative status in the overall research enterprise?" This latter question about status, however, is surely rhetorical. Who wants to labor in a dingy laboratory,

periodically posting your results to the meta-analyst (which is what publishing single studies basically becomes under this new scheme)? Glory accrues to those making the discoveries, not to the technicians.

In fact, the most apt descriptive analogy of the two-tier thesis might be derived from the structure of a pagan society. In this analogy, the priests represent the meta-analysts. They receive sacrificial offerings of single study results brought to them by the uninitiated, with which they placate the god Science. Moreover, it is not permitted for any mere single study researcher approach the altar of Meta-Analysis. This was allowed in the early days of Meta-Analysis, but, as Schmidt (1992) argues, the Writings of Meta-Analysis (namely, Hunter & Schmidt, 1990; Hedges & Olkin, 1985) are increasingly lengthy, and hence can be understood by only a few.

Perhaps sanctions could be developed to keep the common researcher in his or her place. Actually, this would be a benign thing to do. In ancient religions, after all, the unsanctified who entered a holy place might well be struck down; perhaps meta-analysis is equally dangerous to the uninitiated. And how do we identify those worthy to become priests? This represents an interesting question in personnel selection. Is *g* enough? What indications of seriousness and commitment on the part of candidates will we require? Fasting? Celibacy? One might also pause to imagine the institution of enchanting, if primitive, rites of initiation into the priesthood.

Of course this is all humorously meant. I would like to end, however, with a serious point. Contrary to Schmidt (1992), I do not think that meta-analysis is becoming too remote and difficult to be understood. But I do think that *it is not being taught*. A simple remedy which should head off the developments envisioned in the two-tier thesis is the incorporation of meta-analysis as an important part of the methods curriculum in psychology. In my own experience, a single semester course certainly is sufficient to provide the average graduate student ample understanding and skill to perform a meta-analysis. Hunter & Schmidt (1990) or even Hedges (1985) are reasonable choices for texts, and others are available. Individual journal readings may also be easily gathered to create a varied, interesting and rigorous course. Teaching such a course has the attraction that, in addition to being important, students actually find the topic intriguing.

I agree with Schmidt (1992) that meta-analysis is important. Probably too important not to be taught.

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Practice Network

Thomas G. Baker
Micro Motion, Inc.

Practice Network is committed to providing a forum for the discussion of practitioner issues. This column develops based on your calls, views, requests and opinions. I am always available to speak with you at (303) 530-8143. This issue contains a certified potpourri. I trust you will find something of interest.

On The Lighter Side

My favorite of **GIOPs** (Gateway I/O Psychologists) top ten David Letterman-ish "Reasons to Participate in GIOP" are: (10) It rhymes with SIOP—nothing else does!, (8) You get to meet other burnt-out I/O Psychologists, (6) You can continue your education without taking a test which is psychometrically flawed, and (4) Perfect attendance at 2 years worth of meetings for graduate students will automatically waive the need to take written comprehensive exams and 3 years worth will guarantee tenure to junior faculty.[1]

GIOP's recent member survey ranked the following topics in descending order of interest: (1) Selection Testing/Validation, (2) Organizational Culture/Climate, (3) Assessment Centers, Leadership and Total Quality Improvement and (4) Intergroup Function/Conflict/Negotiation, Employment Involvement/Participation, Job Attitudes and Human Resource Planning.

Pay Attention!

Practice Network was honored to speak with **Edward E. Lawler III** (School of Business, U. of Southern Cal) about his ideas on an emerging compensation system.

Ed feels individual pay plans can be abandoned in certain interdependent team situations. The main barrier to a more widespread use of group pay plans is a cultural one. Ed knows that "group pay for performance is a tough cultural sell" in the United States. Skill-based pay plans are a much closer cultural fit in the U.S. and have a long history of successful use.

Clearly, the function of compensation systems are to motivate correct work behavior. As work behaviors change, Ed suggests I/O psychologists re-

evaluate what behaviors current pay systems are reinforcing. This is *especially* critical if you are involved in an organization developing or using high performance teams. Group pay plans are most relevant for work groups which have a high degree of interdependency and when organizations want to reinforce a high degree of cohesiveness. It is becoming more common for individuals in team situations to be evaluated on a "contribution to the team" dimension. Extending the traditional individual performance evaluation process in this manner has been shown to be less effective than team performance pay plans in highly cohesive team structures as shown by research Ed has conducted with colleague **Monty Mohrman** (U of Southern Cal).

Ed notes that **Jerry Ledford** (U of Southern Cal) and **Doug Jenkins** (U of Arkansas) are doing good current research in the pay for competencies arena, but notes that there is a lack of research on team-based compensation plans, except the large body of older, multi-group research on gainsharing plans.

Most companies continue to use individual reward plans, in part because of the cultural difficulties with team based plans noted above and in part because this field is still developing. Motivating the correct work behaviors will continue to be the primary focus of compensation plans. Check out the fit between where your organization is going as it relates to your company's compensation system.

Ed, thanks for speaking with *Practice Network*!

Help the EEOC Do the Right Thing[2]

Section 106 of the Civil Rights Act states, "It shall be unlawful employment practice . . . to adjust the scores of, use different cutoff scores for, or otherwise alter the results of employment-related tests on the basis of color, religion, sex or national origin." Sweeping, eh?! Until the EEOC issues guidelines or a legal case occurs, there is no definitive guidance beyond section 106.

The EEOC has begun a preliminary examination of the subgroup norming issue ("preliminary examination" being an obtuse form of Washingtonspeak). It appears that EEOC officials are beginning to recognize the complexity of subgroup norming issues, and have asked for input from many parties, including I/O psychologists. This presents a potential opportunity to help the EEOC shape the right policy in regard to subgroup norming. In January 1993's **TIP**, **David W. Arnold** and **Alan J. Thiemann** explain in realistic terms the role EEOC guidelines play: Don't expect miracles. "Only Congress can change the law" (p. 66).

Send your opinions in writing to: **Dianna Johnston**, Director, Title VII, Equal Pay Act Division, Office of Legal Counsel, EEOC, 1801 L Street, NW, Washington, DC 20507. Please also send a copy of your correspondence to:

Dianne C. Brown, Science Directorate, APA, 750 First Street, NE, Washington, DC 20002-4242.

Process Consultation Must Make Cents

Practice Network was pleased to have a conversation with **Sandra L. Davis** (MDA Consulting Group, Inc.) and **Grant Davies** (Davies Consulting, Inc.) about their views on how to link OD/process consultation to business results. Sandra, an I/O psychologist, and Grant, a CPA, have teamed together to present their views during a half-day workshop on this topic at the San Francisco SIOP conference.

Their approach to consulting includes learning about an organization's strategic issues, bottom line profitability, as well as interaction issues between officers and managers. Grant feels, "You just can't focus on process issues without looking at business results, in fact the way you get to improve interaction in an executive team is by focusing on immediate and long range business needs."

Process consultation should be approached from a business vs. methodology perspective. An intense focus on top line issues, such as profitability and business success, will eventually lead to the discovery of the need to employ I/O tools, such as training, selection, performance appraisal and employee satisfaction initiatives. The key point is that instead of utilizing an I/O tool and then doing a cost-benefit analysis to justify its impact on the business (bottom up), you use the business needs to drive which, if any, I/O interventions are needed (top down). "You can't separate business consultation from its organizational and psychological impact," Grant stresses.

Sandra Davis says that good results are being obtained by their use of a "pull-in, push-out" model of intervention. The pull-in phase includes the identification of actions by the executive and managerial team which have *already* lead to success for the company. "Build off prior success, to pull the others in," Sandra emphasizes. "Put the focus on demonstrating success early on in the intervention." Grant goes on to elaborate that "once you have highlighted success, build the management team by taking something challenging but 'do-able' as the next project and slowly work on projects of increasing complexity and resource needs." This is the push-out phase of the intervention, where you expand the capabilities and capacity of the management team through their accomplishment of increasingly more difficult tasks which support the business goals of the organization.

Sandra feels that "no matter what setting you are working in . . . the more you can learn about all aspects of a business, the more effective you will become. The latest theories of psychology are critical, but we also have to stay up-to-date with the critical factors of our client organizations. We have to know their world."

The Evaluation of an OD Intervention

Daniel Svyantek (University of Akron) relates a story to *Practice Network* about an experience he had installing a gain-sharing program in a large continuous process industry. Prior to the intervention, the production cost was 50¢ per gallon. After the intervention, the product cost was 49¢ a gallon. To his chagrin Daniel found no statistical significance to this slight cost improvement. To his relief Daniel found incredible excitement on the part of the business managers to get a whopping 1¢ per gallon improvement—"for crying out loud we produce a quadzillion gallons a year, this penny is big money!"

Daniel, along with **Matthew S. O'Connell** (D.D.I.) and **Terri L. Baumgardner** (HRStrategies) sought a way to "incorporate managers' expectations into the traditional statistical tests for significance." They sought a way to get statistical significance for things that have practical meaning. And they found it![3]

Their solution is through the use of Bayesian statistics. From a practical standpoint, Bayesian statistics are more cumbersome because computer packages do not typically calculate them, but everything you need to get at Bayesian stats are available from the mean, standard deviation and N you get off your existing stat package. Daniel explains that Bayesian statistics allow you to "define success based on business results (by allowing) managers to have a say in the evaluation process, defining what they want from an intervention." You run Bayesian equivalents of "t" or "F" tests for significance but include the expectations of managers in your evaluation.

There are many difficulties to running traditional experimental designs in 'messy' OD collaborations, including ethical and moral problems around using strong experimental controls in field research[4] and the improper imposition of control necessary for randomization.[5] The action research cycle also means that the intervention changes over the long period of time during which it is active. For a long while, field research in organizations have taken it on the chin for producing results with 'positive finding bias'.[6] The lower the level of rigor of action research, the more significant the findings. This was best summarized by **Bernard Bass** who felt that Industrial psychologists had hard heads, while OD psychologists had soft hearts.

Daniel Svyantek asks the questions, "Are we evaluating for traditional statistical significance or are we looking for practical information for management?" In many cases our findings from tests of statistical significance do not have practical meaning for business managers. Responding to the criticism of action research, Daniel feels major contributions have been made by **Jerry Porras**' work on stream analysis,[7] and by the use of "single subject designs" borrowed from clinical psychology. Bayesian methods may also be a part of reclaiming the rigor and effectiveness of OD action research on evaluation designs.

Update: Atlanta I/O Contacts

ASAP, the Atlanta Society of Applied Psychology, has elected new officers: **Martin Haygood**, President at (404) 237-6808, and **Michelle Mobley**, Membership at (404) 513-9217. Thanks to **Hodge Golson** for the update.

Qualitative Analysis Plays Important Role

Practice Network had an interesting conversation with **Martha Ann Carey** (NIH's National Center for Nursing Research) about ways that qualitative and quantitative analytic methods intermingle. Martha Ann and **David Fetterman** (American Institute of Research) will present their ideas during a half-day workshop at SIOP's San Francisco soiree this month.

Martha Ann explains that there are three main schools of thought for qualitative research methods. The first, phenomenology, takes a "tabula rasa" approach to the topic of inquiry, assuming nothing and letting the research go where it may go. The second method, grounded theory, starts with a research purpose and compares findings back to the original purpose which is continuously modified based on what is discovered. The third school of thought, ethnography, is a system's theory or cultural approach to qualitative research and requires a combination of both qualitative and quantitative concepts and methods.

David's area of expertise is in ethnography, a field in which he has written extensively. Readers interested in *reading more about it* are directed to David's book entitled *Ethnography: Step by Step*.[8]

In the announcement for this workshop, **Bill Strickland** wrote that I/O psychologists ". . . use qualitative techniques every day, whether we realize it or not." Martha Ann and David second this view, suggesting that qualitative research is being conducted by I/O practitioners most frequently during the front end development of survey or research work when judgments and predictions are made about the topic of interest.

Martha Ann has often used focus groups in her qualitative research. She feels focus groups help the researcher to "get at deeper and richer feelings that may not come out in surveys or even interviews." The richness of a focus group hinges on the proper handling of group dynamics during the in-depth examination of the topic at hand.

Qualitative methods can feed quantitative methods and visa versa. A good example of qualitative methods being used to front-end quantitative methods is when key interviews are conducted to clarify the content of a series of focus group interviews. Results from the focus groups can then be fed into the

development of a survey or other assessment instrument. An important advantage of using qualitative methods in this manner, Martha Ann explains, is that the survey becomes grounded in the "natural vocabulary and significant domains" of the target audience. On the flip-side, quantitative methods can be used to front-end qualitative methods. For instance, the incidence of drug abuse, retail shrinkage, police brutality or *whathaveyou* could be gathered through self-report or other statistical means. Examining this data, the practitioner may see patterns or geographic locations of significantly high or low incidence rates of the topic of interest. Qualitative methods, such as focus groups, can then be targeted to these locales.

The resourceful practitioner will find ways to optimally combine qualitative and quantitative research methods. *Practice Network* bets the combination of these methods could be useful in 'volatile' personnel issues such downsizing and diversity and thanks Martha Ann and David for sharing their insights on this topic. To read more about these concepts David suggests two references hidden in the endnotes of this article.[9]

The "Right Work" Question

Practice Network spoke with **Richard W. Beatty** (Institute of Management and Labor Relations, Rutgers U.) about his ideas to help organizations regain a competitive advantage through an obsession with their customers (TB: pardon the Tom Peters phrasing).

Dick feels that "ultimately the only work you do is what the customer values and you should redesign work to accomplish this." He cites Walmart as an example of this intense customer focus and McDonald's as an example of redesigning work to meet customer needs. He stresses the need to "design work from the customer back instead of from the job description forward, so that the organization only does work that leverages their competitive advantage."

Dick's model for understanding an organization has three components. One is the understanding of the mindset of a work group. This goes far beyond the assessment of job satisfaction and morale and includes the relationship the group sees with their suppliers and customers, the value they perceive themselves as adding to the organization and the threats they perceive. The second component of his model is understanding the work group leaders. The main question to be answered here is, Dick explains, "Are they able to lead a work unit with constancy through the throes of change?" Using a classic phrase, Dick concurs that "most organizations are over-managed and under-led." Dick's archetype leader is very candid, possessing a "bare bones honesty," with people and with issues, especially about the reality of the organization's external environment. The third part of Dick's model to understanding an organization concerns the nature of work performed by the

organization. He believes strongly in the examination of work from a *value-added* perspective, constantly asking questions such as "Who is the customer of this work?", "What does the customer value in this product?" and "What work is the customer willing to pay for?"

Dick Beatty's main concern is to get I/O practitioners to change the models through which they approach organizational analysis. He will present his ideas on this topic during a workshop at SIOP's San Francisco bash.

Pull jobs towards customer needs, instead of *pushing* tasks through the product towards the customer. This may take a bit of a change of paradigm for most practitioners, and Dick is asking for nothing less!

All the Right Stuff

Practice Network enjoyed collaborating with **Jeanne M. Brett** (Kellogg Graduate School of Management) and **Linda K. Stroh** (Loyola University of Chicago, Institute for Human Resources and Industrial Relations) about their research on the career progression of female managers. *Practice Network* is not the only party interested in their findings. Linda, Jeanne and the study's third author **Anne H. Reilly** (Loyola U of Chicago, School of Business Administration) have enjoyed write-ups in *USA Today* (7/13/92, Money section), the *Washington Post* (1/12/92, Business section) and *Fortune* (9/21/92).

Their attention-catching research[10] examines the career progression of more than a thousand male and female managers employed in Fortune 500 companies. "The women had similar education as the men, maintained similar levels of power within their families, worked in similar industries, didn't move in and out of the work force and didn't remove their names from consideration for a transfer any more often than the men," said Linda, "yet they were still not making the same kind of advancements that men were."

In 1980, 40.6 percent of American managers were women. Women managers are here to stay. Jeanne says, "I don't think we can hide behind the argument that time will make a change to women's role in the workplace. It may not happen in this decade without some fundamental changes to our ideas of career progression." Jeanne acknowledges (none too happily) that present economic forces work against female managers, with the dumping of thousands of white collar workers on the job market. With a plentiful supply of experienced managers looking for work, Jeanne sees no reason to believe that companies will be driven to change their recruitment or career systems. "If the opposite were true and good managers were scarce, things would change dramatically," Jeanne says, "but for now I think we will continue to see women hit the glass ceiling and make career decisions that remove them from Fortune 500 companies."

Notwithstanding a tight job market, Jeanne feels that notions of indepen-

dently managing your own career is one positive step women managers can take. For further reading about this concept, Jeanne refers the reader to Paul Hearsh's book entitled *Pack Your Own Parachute*,[11] and to Bailyn's research in the late 1970s.[12]

"If American businesses intend to stay competitive with global rivals, they must more fully utilize valuable resources, including talented male *and* female managers," Anne said. Jeanne adds, "Perhaps the clearest message from the study is that there is nothing more for women to do. They've done it all and their salaries still lag. With this study, corporate America has run out of explanations attributing women's career patterns to deficits in women's own behavior."

Big Brother is Not Watching

Your conscience is your guide. Get involved with *Practice Network* by contacting **Thomas G. Baker**. Telephone: (303) 530-8143. FAX: (303) 530-8007. Mail: Micro Motion, Inc., 7070 Winchester Blvd., Boulder, CO 80301. Prodigy® address: VTCJ69A.

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1. Three cheers to the witticism of GIOP President **Carl I. Greenberg**. Heh, Carl, can I get back on your newsletter's mailing list? I would have missed out on your humor except for the kindness of a friend-of-a-friend who passed GIOP's newsletter around during February's CO-WO-I/O meeting. GIOP is located in St. Louis. **Mark Tubbs**, (314) 553-5417 is the Membership Coordinator.
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13. Square Wheels is copyrighted by Performance Management Company, 1992 and used with permission.

Vantage 2000: The Changing Social Aspects of Employment

Charmine E. J. Hartel
University of Tulsa

In previous **TIP** columns, I've discussed anticipated changes in the American workforce and the issues they pose to our craft. With the arrival of the new administration, it appears that the social aspects of employment in the U.S. may be facing imminent changes.

In January, President Clinton signed a bill into law that guarantees 12 weeks of unpaid family leave to members of companies with over 50 employees. Many organizations already provide such benefits. However, many others do not. Some business leaders fear that Clinton's bill is simply a first step leading to paid leave, followed by rules for smaller companies.

Many American organizations view the employer-employee social contract as simply an hour's wage for an hour's work with other aspects of the employee's life being wholly the employee's responsibility. Such companies could be thought of as representing one extreme of a continuum. At the other end of the continuum would be organizations that provide not only such standard benefits as medical insurance and annual vacations, but also more liberal benefits such as flex-time and on-site day-care. The monetary costs of such programs can be calculated fairly accurately, but the benefits are more difficult to assess. One would expect increased employee morale, loyalty, tenure, and efficiency.

What is the trend on this continuum for American organizations? Is there a move toward increasing care of employees? Are organizations developing a more long-term relationship with their employees? During the 1980's many companies attempted to replace union employees with nonunion workers to reduce the overhead of union benefits and wage packages. Even now it seems many companies are reducing their organizational commitment to employees

as part of their efforts to reorganize and downsize. For example, IBM has broken its long-standing policy of never reducing the size of its workforce through layoffs. However, there may be signs that this trend will be reversed. Pressure is being put on politicians by public attention on the millions of "working poor" who do not qualify for public assistance, yet can not afford to pay for medical insurance themselves. Clinton's campaign promises to provide a system of medical insurance that will cover all Americans may signify a move by the Federal government to force organizations toward that kinder end of the continuum. Many of the U.S.'s major international competitors have long been at that end of the continuum (see statistics in following paragraphs). For example, in Germany the social medical system goes beyond providing medical care. Doctors there can prescribe time off from work (with pay) for an ill patient.

A few statistics were passed along to me that indicate the severity of the disparity between the U.S.'s social contract with its workers and that of its global competitors.

Paid Vacation Days. In 1991 the United States lagged behind its major competitors in the average number of paid vacation days per year. The average U.S. worker is allowed 10.8 vacation days per year, only about 1/3 the 29.9 days allowed the German worker. The United Kingdom and Japan offer 24.5 and 24 days respectively and even Canada surpasses the U.S. with 14.7 vacation days per year (Union Bank of Switzerland, 1991).

Paid Maternity Leave. In 1988, major international competitors of the U.S. provided between 8 and 40 weeks of paid maternity leave. The United Kingdom gave a most generous 40 weeks of leave, Canada gave between 17 and 18 weeks, and both Germany and Japan gave 14 weeks of leave (International Labor Organization, 1988). The United States does not provide any paid maternity leave nationally (International Labor Organization, 1988) even though nearly 50 percent of the workforce is female. The parenting role of fathers is even less well-supported. The recently signed family leave bill represents a first move towards supporting maternity leave on a national basis.

Childcare. The problem of lack of maternity/parental leave is worsened by the lack of sufficient childcare services. According to the Bureau of Labor Statistics, there are 30,000 recognized after-school programs to serve an estimated 26.7 million school-age children of working mothers. That's 890 children for every childcare program. Private childcare may be too expensive for many of the working poor forcing some of them to leave their children unattended while working.

Public Health Insurance. Many of the U.S.'s competitors provide universal health insurance. Canada, Japan, and the United Kingdom all provide public coverage for all workers, and Germany covers 92 percent of its citizens (the remaining 8 percent are covered by private insurance). The US only covers 21 percent of its workers (National Center for Health Statistics, 1991;

Organization for Economic Cooperation and Development, 1991) through programs such as Medicare, Medicaid and veteran's benefits. Although private insurance provides coverage for others, it is estimated that one in seven Americans has no insurance at all and one in four has been without coverage for some period during the previous two years.

Education. In its assessment of students' knowledge of mathematics and science, the Educational Testing Service (1989) found that the mathematical ability of 13 year-olds in the U.S. rates substantially lower than their counterparts abroad. On a scoring system with a mean score of 500, the U.S. average was 473.9, whereas Canada and the United Kingdom scored 522.8 and 509.9 respectively. Other countries scored even higher, e.g., South Korea scored 567.8.

A New Philosophy For America? These statistics illustrate a difference in the workforce philosophy of America and its major competitors. The American philosophy has been one of preventing or even reducing restrictions on the workforce. In contrast, the philosophy of its major competitors is to maintain a highly qualified workforce by providing high levels of education and benefits. Clearly, the U.S. deals with its workforce differently than do its competitors. This contrast raises several issues for the I/O psychologist:

(1) How do these philosophies affect work? For example, what are the effects on worker commitment, productivity, honesty, tenure, longevity, and company profitability.
(2) Should the U.S. be moving toward the philosophy held by its competitors?
(3) Can the European philosophy work in the U.S.? Will it conflict with American entrepreneurship and small business?

The social aspects of employment are important to an understanding of worker motivation and productivity. Changes in this area could have profound effects on the workforce. For example, currently there are proposals in the U.S. to guarantee that insurance follows employees across jobs and organizations. Such a policy would make employees part of a sort of macro organization hosted by the government, somewhat similar to union workers whose union is their macro organization. Changing the health benefit in this way may actually reduce American employees' loyalty to their employers.

It appears that the Clinton administration is moving towards the philosophy of the U.S.'s major competitors. Such a move will place additional responsibilities on the personnel/human resource (P/HR) department, especially during the transition. I'd be interested in hearing from anyone having anything to do with developing, evaluating, or implementing programs of the nature discussed here. How are P/HR departments planning to implement the new 12-week regulation? What kinds of programs are they instituting to accommodate it? How are they incorporating the new regulation with present personnel policies? What contingency plans do they find necessary for dealing with

multiple absences? What are they doing to try to retrain employees and to keep employees who avail themselves of the leave from quitting after the 12 weeks? What programs can cost-effectively help reduce a person's need to use the 12 weeks (e.g., on-site day-care, flextime)? Also, for those of you that have been offering family leave options, what are your experiences with such programs, what obstacles have you faced in incorporating them into your overall personnel system, and what kinds of costs and benefits have you experienced? Please send any information on these issues along with any items for future topics to me at: **The Department of Psychology, University of Tulsa, Tulsa, OK, 74104-3189; Phone: (918) 631-2248; FAX: (981) 631-2073; INTERNET: PSY _ CH@VAX1. UTULSA.EDU.**

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SIOP Committees

Nancy T. Tippins
Chair, Committee On Committees

SIOP encourages all of its members to take an active role in the Society. While there are many ways to participate in SIOP, serving on a standing Committee is one of the best ways to serve the Society and to learn about the issues that confront SIOP as an organization. Committee work will broaden your knowledge of how SIOP functions, give you an opportunity to express your point of view, and introduce you to a wide variety of people in our profession.

According to our Bylaws, there are 17 standing committees in SIOP. In addition, ad hoc committees may be formed by the President of SIOP with the advice and consent of the Executive Committee. The standing committees are: Fellowship, Membership, Election, Program, External Affairs, Scientific Affairs, Professional Affairs, Education and Training, Newsletter, Continuing Education and Workshop, Committee on Committees, Long Range Planning,

State Affairs, Awards, Frontiers Series, Practice Series, and Society Conference.

What do these committees do? The work of each committee is described briefly below. If you want more information, call the chair of the committee.

Fellowship Committee: (Angelo DeNisi 908-932-5972) Members of this committee generate lists of candidates for fellowship and identify sponsors for each candidate. In the fall, each member of the committee must review the file of every candidate. The committee then recommends a slate of candidates to the Executive Committee which presents them to the membership for voting at the annual meeting in the Spring. You must be a Fellow of the Society in order to serve on this committee.

Membership Committee: (Marcia M. Andberg 612-939-5043) The main function of the membership committee is to evaluate applicants for membership in SIOP. In addition, the committee often initiates special programs to increase membership and participation such as the new member reception at the annual meeting. Members of this committee must spend a couple of hours four times a year to review applications. Members involved in special initiatives spend more time depending on the activity.

Election: (Paul Sackett 612-624-9842) The Election Committee is composed of the immediate Past President, the President, and the President Elect of SIOP who serves as Chair. The Election Committee runs our elections for SIOP officers. They hold a call for nominations each year, count the nominations, compose a ballot, and count the votes.

APA Program Committee: (Jeffrey J. McHenry 206-281-2579) The APA Program Committee is responsible for developing SIOP's program for the annual APA Convention. Program committee members have two responsibilities: 1) developing program proposals and/or soliciting proposals from others; and 2) reviewing and evaluating proposals submitted to SIOP. Typically, it takes 1-2 days to prepare a proposal that is due in early December and 1 day in January to review proposals submitted by other SIOP members.

SIOP Program Committee: (Lynn R. Offermann 202-994-8507) The members of the SIOP program committee have responsibilities similar to the duties of the APA Program Committee members. These members develop and solicit program ideas as well as evaluate proposals submitted by other members. The deadline for submission of proposals for the SIOP meeting is usually in late September or early October and proposal reviews take place in October. Because of the volume of proposals submitted for SIOP, the time commitment is about 10-12 hours.

External Affairs Committee: (Lois Tetrick 313-577-3695) The External Affairs Committee promotes the interests of the Society by developing contacts with business and industry, academic institutions, organizations, and the public in general. Members use these contacts to publicize the efforts and activities of industrial and organizational psychologists. The committee also

identifies the research and consulting needs of various governmental agencies and public-issue-oriented groups and organizations so that the Society can participate in the solution of important national social problems. Examples of the committee's projects include developing liaisons with Industrial and Organizational Psychologists in other countries, obtaining media coverage for the annual meeting and other research activities, encouraging textbook publishers to include Industrial and Organizational Psychology in their introductory texts, and establishing communications with regional Industrial and Organizational Psychology groups. Time commitments vary according to project and level of involvement.

Scientific Affairs Committee: (Kevin R. Murphy 303-491-6007) This committee is concerned with all aspects of industrial and organizational psychology as a science. Its members encourage, promote and facilitate greater contributions of a scientific and technical nature. For example, members of this committee work on projects such as providing input to the EEOC on the *Guidelines* or the APA committee working on the *Standards.* The workload of this committee is variable and depends on the issues that arise during the year. The work is both sporadic and "short fuse." The committee chair often has little notice of the need to feed information to another organization, and members must respond quickly if SIOP's voice is to be heard.

Committee on Professional Affairs: (Ron D. Johnson 703-231-6152) Members on this committee are involved with matters of professional practice, ethics, and state and national legislation. Recently the committee has provided reactions to a draft Statement on Disclosure of Test Data to APA. Members' time commitment vary according to the issues confronting this committee.

Education and Training Committee: (Gregory H. Dobbins 615-974-1669) The members on this committee monitor the state of graduate education in Industrial and Organizational Psychology, encourage and promote the development of the scientific and practitioner skills of the Society's prospective members, prepare and revise the Guidelines for Education of Industrial and Organizational Psychology Doctoral Students, and contribute to and collaborate with Education and Training Boards of other professional societies (e.g., APA, APS). Special projects are usually focused on the status of graduate education and determining future changes. Current projects include a study of internships, graduate training in ethics, and the development of guidelines for graduate training for Masters degree students. Time commitments vary according to the project and the role the member plays. Although this committee has had an academic focus in the past, current members welcome the input of practitioners.

TIP Newsletter Committee: (Kurt Kraiger 303-556-2965) Committee members participate by developing and submitting material for publication. Regular columns may be developed if there is a widespread ongoing interest

(e.g., Practice Network). Some committee members may undertake special projects (e.g., investigating electronic distribution media). Time demands are greatest in the weeks before **TIP** publication deadlines (2/15, 5/15, 8/15, 11/15).

Continuing Education and Workshop Committee: (Georgia T. Chao 517-353-5415 and Craig Williams 919-830-2870) The primary objectives of the Continuing Education and Workshop Committee are planning, coordinating and ensuring the high quality of SIOP pre-conference workshops. The Committee ensures that the Workshops comply with APA sponsor Continuing Education criteria and address topics salient to a broad range of SIOP members. Committee roles include one chair, one vice chair, one registrar, one continuing education administrator, and about 15 committee members. Specific member roles include participation in program planning, workshop coordination, and various workshop evaluation activities. The annual workshop planning meeting is held at the conference site the day prior to the current year's conference workshops.

Committee on Committees: (Nancy C. Tippins 703-974-5129) This committee makes recommendations about the membership of all the other standing committees to the incoming President. The members work to make sure that Members who have not served in the past are appointed to standing committees. The Committee also identifies other Society Members to be nominated or appointed to other relevant societies' Boards and Committees (e.g., APA and APS). Self nominations for committee membership are usually due on December 31 so most of the work on this committee occurs in the first two quarters of the year.

Committee on State Affairs: (Val Markos 404-249-2171) This committee promotes the interests of the Society and its membership by concerning itself with matters affecting the practice of psychology as governed by state laws and licensing boards. Committee members are particularly concerned with monitoring developments and changes to state licensing laws. The amount of time a member spends on this committee's work depends on the legislative and court activity as well as the role the individual member assumes. The success of this committee depends on its members' willingness to make contacts outside of SIOP in the state psychological associations and the state boards.

Frontiers Series Committee: (Irwin L. Goldstein 301-454-6103) This committee produces a series of volumes on scientific developments in Industrial and Organizational Psychology. All members are appointed by the President.

Awards Committee: (Wayne J. Camara 202-955-7653) The Awards Committee administers the awards, prizes and other forms of recognition (e.g., S. Rains Wallace Dissertation Award, Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, Distinguished

Service Award, Ernest J. McCormick Award for Distinguished Early Career Contributions, Edwin A. Ghiselli Award for Research Design). The Committee proposes nominations and presents to the Executive Committee for approval. Members develop lists of possible candidates, identify sponsors, and review supporting materials before making a recommendation to the Executive Committee. Because the recommendations are made at the January meeting of the Executive Committee most work of this committee is done in the fall.

Society Conference Committee: (William H. Macey 708-640-0068) This committee is responsible for planning and organizing the annual meeting. The current steering committee includes the Chair of the Conference Committee, the current SIOP President, the Past President, the Local Arrangements Chair, the Chairs for Workshops, the Chair for Job Placement, the Chair for Registration, and the Chair for the Program.

Practice Series Committee: (Douglas W. Bray 201-894-5289) This Committee produces a series of volumes on practice issues in Industrial and Organizational Psychology. This committee's membership is appointed by the President.

So how do you get on a committee?

Self nomination forms for committee membership appear in **TIP** periodically. If you are interested in serving on a committee, you should complete the form and mail it to the Chair of the Committee on Committees.

The Chair of the Committee on Committees works with the Chairs of other committees to determine membership for each committee. Normally, the Chair of the Committee on Committees gives each Chair a list of the self-nominating members first choice. Each Chair then decides how many members of the current committee are eligible to return and how many new members can be placed. The Chair of each committee also works to make sure the membership of SIOP is fully represented. In the event a Chair does not need all the self nominated members, every attempt is made to place them on their second or third choice committees. Infrequently, the number of volunteers exceeds the need for committee members. Every attempt is made to place the self-nominating members the following year.

The requirements for serving on a SIOP Committee are usually simple. You must be a member of SIOP and want to serve. There is a three-year limit of service for most committees. Only a few committees (e.g., Fellowship, Frontier Series, Practice Series, and Society Conference) have additional criteria for its membership. Self-nominations are generally not solicited for the Frontier and Practice Series or the Society Conference Committee which is made up of the Chairs of the relevant committees.

SPEECH BY EEOC CHAIRMAN KEMP AT NATIONAL PRESS CLUB, NOV. 24, 1992[1]

Have Civil Rights Become Group Rights?

It's a pleasure to be here at the National Press Club. Most of you probably watched President-elect Clinton's first press conference. There, the Governor pledged to the nation that his administration would look like America, that it would reflect the racial and ethnic diversity of our country. Yet during the campaign, candidate Clinton had made vehement statements opposing quotas, opposing group preferences.

That the President-elect used the term "diversity" is not surprising. Though diversity used to bring to mind the image of the melting pot, the richness of America, today diversity is a code for group entitlement, preferences, division—the very quotas candidate Clinton said he opposed, the very quotas the American people oppose.

I have faced this dilemma as Chairman of the U.S. Equal Employment Opportunity Commission, as did Eleanor Holmes Norton and Clarence Thomas before me. And it is the dilemma that the new Chairman of the EEOC will face. I have felt, as will my successor, the pressure to use our employment discrimination laws to turn the goal of diversity into a prescription for group entitlement. President-elect Clinton's promotion of diversity and opposition to group entitlement must be reconciled. And I can tell you from experience that this is nearly an impossible job—nearly impossible because we have not told the truth about what's really happening in universities, in the work force, in our cities. We have not told the truth about what words such as "diversity" and "affirmative action" have come to mean.

I am glad to have the opportunity to be here today, as my time as Chairman draws to a close, to reflect on this dilemma, as well as on what the future may hold.

Twenty-eight years ago, Americans confronted the unequal status of blacks in this country. The Civil Rights Act of 1964 prohibited discrimination based on race, religion, color, national origin and gender in public accommodations and employment. Later, Congress passed the Age Discrimination in Employment Act. And in 1990, on the 25th anniversary of the EEOC, Congress made illegal discrimination on the basis of disability.

These laws, based on a strong consensus, a firm belief in equal opportunity for all, and on the primacy of individual rights, have brought about unprecedented change. America is far better for honoring our commitment to the fundamental principle that all are created equal, that everyone is entitled to the opportunity to compete for jobs for which they qualify, to gain those

qualifications through education, to travel, to use public accommodations and to live wherever they can afford.

I believe that the civil rights movement of the 1960s succeeded because we were forced to acknowledge that one group of Americans had been excluded from these entitlements. Dr. Martin Luther King, Jr. made us acknowledge that the great American melting pot had grudgingly, but unfailingly, absorbed refugees from Europe and Asia, but had miserably failed to do the same for blacks. King's simple, but eloquent, message stirred and unified the nation.

But while King suffered insult, even imprisonment, because of his race, he did not ask for reparations or for special privileges. His dream was for a national where his children—where all children— would be judged by the content of their character, not by the color of their skin. The Civil Rights Act of 1964 realized King's dream of inclusion. The Civil Rights Act of 1964 gave every American the right to be judged by what they can do, not by someone else's stereotypes. Most recently, Americans with disabilities demanded, and won, this right.

Tragically, for us all, Dr. King's assassination robbed the civil rights movement of his leadership and his vision. Others have used his dream of equality to gain power through group entitlement, promoting distrust and resentment among racial and ethnic groups. Notions of individual responsibility and the duties of citizenship have been subsumed by assertions of rights by virtue of victim status. As author Shelby Steele explains: "We have taken our power from our history of victimization, which gave us an enormous moral authority and brought social reforms, to the neglect of self-reliance and individual initiative."

Once group entitlement became the driving force, the consensus of the Civil Rights Act of 1964 began to erode. Politicians bowed to the politics of pigmentation. The policies of pigmentation were sold as equal justice for all. Employers installed quotas and called them "goals and timetables," colleges lowered entrance standards in the pursuit of fairness, and "race norming" was used to achieve a balanced work force.

This was the well from which animosity among groups began to spring. This animosity can be seen in the charges brought to the EEOC, in the news from Los Angeles to Crown Heights. What part did actual or perceived preferences play in the Los Angeles riots? People are frightened by what columnist William Raspberry has described as, "an increase in disputes, claims and counter-claims across ethnic, geographical, gender and economic lines."

The best advice I can offer my successor is not to give in to those who would carve up American society along ethnic, racial and gender lines. Because if we do, we will tragically shortchange minority youths by assuming that because they do not do as well, on a group basis, as others, they will never do as well. We have already lowered standards and expectations. The

individual who does succeed is stigmatized. The others are told that they cannot hope to compete as individuals, only as members of a subgroup. Still others get the message, "Don't even try to compete, success is beyond your reach."

The focus on groups over individuals has translated into favoritism of one group at the expense of another, creating division and resentment. This country is home to some 150 ethnic and racial groups. How do we divide the pie? Indeed, what exactly do we mean by affirmative action? Because if affirmative action is going to be based on group entitlement and proportional representation, an impossible task lies ahead for President-elect Clinton, for the new Chairman of the EEOC, for the entire nation. And why are we suddenly hearing about "diversity"? I'm afraid that the term "diversity" is an effort to make permanent what we had before been assured by the U.S. Supreme Court was temporary.

I remember remarking to a friend of mine how impressed I had been by a recent article by Thomas Sowell that examined the use of group preferences in other countries. I told her, "How here's a guy who really understands disability!" Sowell never mentioned disability in his article. But he talked about the fact that in Sri Lanka, in India, or wherever preferential treatment has been tried, those who needed it the least got all the benefits. That is the reality of preferences with respect to disability as well.

Entitlements in the guise of quotas have always benefitted those persons with the least severe disabilities, or with what I like to call the three H's: hemorrhoids, hangnails and halitosis. Employers will do the minimum necessary to comply with the law to meet their quotas. And those with the most serious disabilities are never used to fill a quota. Moreover, preferential treatment for persons with disabilities raises other questions. How would it apply to the hundreds of subgroups of disabilities? Should the blind be favored over the deaf? Does hiring one person in a wheelchair excuse a company from considering a qualified applicant with a learning disability?

These were among the questions debated in the 12 years leading up to the passage of the Americans with Disabilities Act. I was part of that process, and I can tell you that it wasn't easy, that not everyone liked the answers. But the debate was an honest examination of the fears of employers and the desires of Americans with disabilities. And when we were finished we had a strong consensus that the entire nation would benefit from including Americans with disabilities in the American dream.

I believe the ADA can and should be a paradigm for the future of civil rights because it is based on individual rights. The ADA charges employers to look at an individual's abilities, rather than disabilities. But, most importantly, under the ADA, employers are not required to hire an unqualified applicant simply because that applicant has a disability. The Act ensures that persons with disabilities who are qualified to do a job no longer will be locked out by

discrimination. But it does not mandate that employers use statistics and other group-based numbers to make hiring decisions.

Would that were true under the Civil Rights Act of 1991. That legislation certainly was hard fought. Unfortunately, most of that fight took place behind closed doors, where the politics of pigmentation could be openly pursued. During the private debates over the Civil Rights Act of 1991, so-called civil rights leaders went so far as to plead with the White House for one more generation of quotas for blacks. And yet publicly they proclaimed, "This is not a quota bill."

The fight was over the theory of disparate impact. That theory came from a highly ambiguous 1971 Supreme Court decision in *Griggs vs. Duke Power Co.* It had come to be understood to mean that neutral employment practices that did not involve intentional discrimination, but disproportionately operated to exclude blacks would nevertheless be found to violate the Civil Rights Act of 1964 unless they were justified by "business necessity." Never mind that the 1964 Act had rejected this theory.

As a result, employers came to understand that one way to avoid lawsuits over whether their hiring practices operated in this manner was to hire by group preferences. And colleges and universities changed their admissions policies to do the same.

Civil rights leaders also became quite attached to this system. But the rhetoric of civil rights has never reflected that reality. That was my great frustration during debates over the Civil Rights Act of 1991. No one involved in those debates should claim this law was passed with a broad consensus, other than the stated desire of politicians to "get the quota issue behind us." But did we get it behind us? Absolutely not. Executive Order 11246, which is the father of quotas and group preferences, was never even discussed in the two years of debate on the Civil Rights Act of 1990 and 1991. Some readers of the Act, like the worried business leaders who have embraced quotas and preferences to avoid lawsuits, and Fred Barnes of the *New Republic*, believe the Act's prohibition of race as a "motivating factor" in employment decisions, may outlaw quotas and preferences. Others, like Paul Gerwitz of the *New Republic*, believe it protects them. The EEOC eventually will have to address this issue and the Supreme Court ultimately will decide it.

We need an honest examination of the policies championed by those well-meaning do-gooders who would protect and patronize the victim, who would base our civil rights laws on the very stereotypes they were meant to dispel. We need to get back to discussions of individual ability and merit versus group stereotypes and entitlement. We must stop viewing our civil rights laws as the solutions to educational and economic disparity.

And we must return to merit, to values. Values, that much maligned concept from the recent election. People poked a lot of fun at the discussion about values. Yet our values have eroded to the point where studies show that

children are cheating more and more in school and thinking that they are doing nothing wrong. How can we instill the importance of merit and respect for individuals if we ignore our values?

We must begin honest debate about these issues. The *Washington Post* took a step in that direction a few months ago in a provocative series on race. The newspaper sponsored two focus groups: one all-black and one all-white. The groups then mixed for a frank discussion about blacks' perceptions of whites and whites' perceptions of blacks. That discussion became explosive at times. Just as there will be animosity as we focus on topics that many are afraid to discuss except among members of their own group. Senate Democrats were afraid to initiate discussion of these topics when Clarence Thomas was considered for the Supreme Court.

It is time to ask: What does affirmative action mean today? Is it more than the removal of unlawful or artificial barriers? Do we owe something special to present-day African Americans—as opposed to Korean-Americans, Chinese-Americans, Hispanic-Americans, Irish-Americans—because blacks have suffered a history of slavery and discrimination? And, even if we own reparations, can that debt ever be repaid in the devalued coin of racial preferences? In fact, monetary reparations might be far less costly to society than racial preferences.

It is time to ask: What does diversity mean today? Is it inclusion in that melting pot that made our nation great? Is it divisive preservation of ethnic or racial heritage to the exclusion of others?

It is time to ask: Can we afford in today's highly competitive world to discount the importance of merit in the guise of fairness?

This is the challenge we face in the years ahead: to heal a nation torn asunder by tension among groups. That healing can only begin when we face the reality of civil rights in American with honest debate and frank talk. I thank you for giving me the opportunity to contribute to the debate in this most important of forums.

1. Published by THE BUREAU OF NATIONAL AFFAIRS, INC., Washington, D.C. 20037.
Submitted by Jim Sharf.

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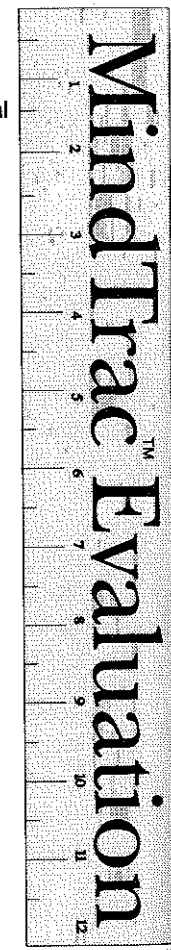
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DOT Advisory Panel—Eliminated by Clinton Administration?

Wayne J. Camara
APA, Science Directorate

In February the Clinton Administration announced that up to 1,100 ad hoc panels and commissions would be eliminated to reduce the $350 billion budget deficit. The Department of Labor's Advisory Panel on the Dictionary of Occupational Titles (APDOT) was prominently highlighted by the administration as one of these unnecessary and unproductive panels. In fact, APDOT was singled out in the *New York Times, Washington Post,* wireservice reports and national radio broadcasts as one of "those silly little advisory boards" (*Washington Post,* 2/12/93).

The twelve-member panel was established two years ago by then-Secretary of Labor Lynn Martin to assist the Department of Labor in developing a plan for a major revision of the Dictionary of Occupational Titles (DOT). The panel, which included SIOP members **Marilyn Gowing** (Office of Personnel Management) and **Kenneth Pearlman** (AT&T), had essentially completed its work and submitted a draft final report for incoming Secretary of Labor Robert B. Reich prior to its announced elimination.

Of concern for industrial and organizational psychologists is not the elimination of this advisory panel, but rather the implication that DOT data, which would serve as the foundation for numerous national initiatives (e.g., skills assessment and training, educational reform, transitioning from military to civilian sector occupations, and increasing the competitiveness of the U.S. workforce), is somewhat trivial. Occupational information from the DOT is widely used by students, employees, and employers for such diverse purposes as career counseling, job classification/placement, disability determinations, training, etc.

The American Psychological Association (APA) assisted the DOL in examining methodologies and strategies for analyzing occupational information in a workshop in Washington last August. Several members of APA and SIOP authored concept papers to advise APDOT and DOL on involving cognitive task analysis and job analysis methodologies most suited for the intended uses of the DOT.

In February, APA wrote to Secretary of Labor and President Clinton to urge them to consider the recommendations developed by APDOT and to recognize the importance of a valid and reliable database on occupational characteristics for achieving many of the national goals that have been articulated. The elimination of APDOT does not mean that the revision of the DOT will not proceed. However, the media attention from singling APDOT

out as a trivial panel could not only have negative effects on the DOT revision, but also undermine the importance of industrial psychological expertise in national policy debates on skills and jobs. Following is APA's letter to Secretary of Labor Richard Reich:

Honorable Robert E. Reich
Secretary of Labor
Department of Labor
200 Constitution Avenue, N.W.
Washington, DC 20220

Dear Secretary Reich:

I am writing on behalf of the American Psychological Association, a professional and scientific organization with 114,000 members, concerning the recent decision to abolish the Advisory Panel for the Dictionary of Occupational Titles (APDOT).

Our concern is not about the discontinuation of this advisory panel, but that the Department recognize the importance and relevance of its recommendations concerning a comprehensive revision of the "Dictionary of Occupational Titles" (DOT). The DOT has become the foundation for nearly all efforts to promote the effective development and use of the American workforce. Data from the DOT forms the basis for policy, research, and applications that involve training and development, manpower planning, selection and placement, disability determinations, curriculum development, and career counseling in schools, post-secondary education, and work settings.

The DOT is this nation's single most comprehensive source of occupational information, and we believe that a substantive revision is urgently required prior to undertaking many additional efforts to respond to issues of workplace skills development, education and training, and the competitiveness of the workforce. As APDOT noted in its interim report, the DOT must possess a high degree of reliability and validity to accomplish its core mission for the Department of Labor. In addition, it must provide relevant and current information on a wide variety of occupations, and without the long overdue revision recommended in the APDOT report, this cannot happen.

In 1992, the American Psychological Association assisted the Department of Labor and APDOT in identifying appropriate and optimal scientific and cost-effective methodologies for analyzing occupations and collecting systematic data on a range of job characteristics. We believe that the success of important initiatives such as the development of the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, industry skills standards, and more responsive vocational training require a current and common taxonomy of occupations and occupational characteristics that can only be found in a revised DOT.

We urge the Department of Labor to consider the recommendations developed by APDOT and proceed with a revision of the DOT. APA stands ready to assist the Department further in this and related initiatives through selected APA members whose expertise in job analysis, training, and personnel research represents the world's largest pool of talents regarding these matters.

Sincerely,

Raymond D. Fowler, Ph.D.
Chief Executive Officer

cc: Ira Magaziner, Senior Advisor for Policy Development

****

If you would like to express your views on this issue you may write to: **The Honorable Robert E. Reich, Secretary of Labor, Department of Labor, 200 Constitution Avenue, N.W., Washington, DC 20220** and **Ira Magaziner, Senior Advisor for Policy Development, The White House, 1600 Pennsylvania Ave. N.W., Washington, DC 20500.**

Report of the Task Force on Ethnic Minority Participation

Loriann Roberson and Jeffrey McHenry

For the past 6 months, task force members have been gathering information about ways that SIOP can increase the ethnic minority membership and participation in the Society. As you are all aware, we have divided ourselves into three subcommittees. A report on progress from each subcommittee follows.

Graduate Student Recruiting

The subcommittee on recruiting minority graduate students has collected recommendations for recruitment from college recruiters and the Committee of Ethnic Minority Affairs, APA. They are beginning to identify undergraduate institutions with large minority populations that will likely serve as the focus for recruiting efforts.

In addition, the Education and Training committee of SIOP (headed by Task Force member Greg Dobbins) is sending a special mailing to the psychology department at historically black colleges. This mailing will include a cover letter from SIOP president Wayne Cascio on opportunities in I-O psychology and SIOP, copies of SIOP's new directory of graduate programs in I-O and OB, and Ann Howard's report *The Multiple Facets of I-O Psychology*, which describes work settings and income levels for I-O psychologists.

Graduate Student Retention

Some schools, such as Penn State and Maryland, have a very good record of recruiting and graduating minority students. Mirian Graddick, Greg Dobbins, and Darrell Harvey have been talking with ethnic minorities who have graduated from these schools and other I-O programs to identify the factors that have been the most critical in their academic success. They are using this information to prepare a survey, which they will be conducting during the next two months.

SIOP Recruiting and Participation

Marcie Andberg, Lois Tetrick, and Jeff McHenry have contacted a number of professional organizations (e.g., American Psychological Association, American Bar Association, Association of American Medical Colleges) about their initiatives to recruit ethnic minorities and fully utilize their talents. Ray Henson has asked several colleagues working in Corporate America to describe what their organizations have done to promote diversity. Ray and his colleagues will be developing recommendations for SIOP based on their organizations' experiences. Mavee Park is working on identifying ways that SIOP can do a better job measuring ethnic minority membership, participation, and satisfaction with SIOP. We are exploring ways of surveying SIOP's minority members.

Plans for the Next Four Months

Between now and the May SIOP conference, the task force will be:

1. **Developing a "best practices" model.** Based on the information we are now gathering, the three subcommittees will identify:
   - what successful schools are doing to recruit ethnic minority graduate students
   - what successful schools are doing to retain and graduate ethnic minority graduate students
   - what successful professional associations and/or organizations are doing to recruit, retain, and promote the participation of ethnic minorities

   The result of this effort will be a "best practices" model that describes how effective organizations are meeting the challenges of diversity. These best practices will be based on all of the evidence available to the task force— research evidence from professional journals, the experiences of those who have worked to advance diversity in their own organizations, and our own experiences in academia and as members of organizations.
2. **Developing recommendations for SIOP.** The best practices model will provide the task force with a list of potential recommendations to SIOP. From this list, each subcommittee will identify 3 - 4 top priorities to recommend to SIOP. These recommendations will describe (a) actions that SIOP should take and (b) how the actions will help promote diversity. In developing recommendations, the task force will consider potential barriers to implementation and ways of overcoming these barriers.
3. **Developing a presentation for the SIOP Conference.** The task force has been given an hour at the Conference to present its findings and recommendations to interested SIOP members.
4. **Preparing a report for the SIOP Executive Committee.**



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THE PEOPLE'S REPUBLIC RECONSIDERED

Joel Lefkowitz

In the April 1992 **TIP** I co-authored an article describing a trip last year to the People's Republic of China which I, along with a number of our colleagues, presented a paper at a conference of applied psychologists at Nanjing Normal University. The article was rather upbeat in tone, reflecting the excitement of first-time travelers to an exotic land, and encouraged contact with some of our Chinese colleagues for the purpose of possible research collaboration. However, my experiences in TPR, and those of quite a few other academic participants at the conference, were not uniformly positive. In fact, I had reluctantly been dissuaded (out of politeness to our hosts, who would be receiving a copy of the article) from including the following not-so-complimentary paragraph in the **TIP** piece:

> *"A cautionary note: Travelers' advisory.* Unfortunately, the tourist in China frequently experiences indications of excessive enterprise in the burgeoning free enterprise activities ("unplanned" tour stops for which one is later charged extra, taxi trips "off the meter," etc.). This even occurred in the academic setting of the conference, at which several participants were charged different (and excessive) amounts for various services depending on whom they happened to be dealing with, leading to the inference that not all of the money was getting to the University. In one particularly troubling incident involving either a simple misunderstanding or such "overcharges" to two accompanying spouses, two representatives of the conference hosts became enraged and actually threatened to call in the police. It is at such a time that one is reminded that China is a totalitarian state, and that such a threat is not a trivial matter. The disagreement was eventually settled quietly, by compromise...."

I am writing this on Sept. 2, 1992, after reading a *NEW YORK TIMES* article "China arrests a student leader back from exile in the U.S." (Pg. A8) and an Op-Ed piece "The torturers of Lingyuan" (Pg. A19). The article describes the middle-of-the-night break-in to the family home of Shen Tong, a graduate student at Boston University, and his arrest as well as that of two others. Mr. Shen was one of the leaders of the 1989 Tiananmen democracy movement and had been working with the Democracy for China Fund. The Op-Ed piece is a document smuggled out of Lingyuan prison—known euphemistically outside China as the Lingyuan Motor Vehicle General Assembly Plant, that makes tractors and trucks—and has been verified by the organization Asia Watch (a division of Human Rights Watch). It describes in all-too-graphic-detail the torture and slave labor to which political prisoners,

who were students convicted of participation in the pro-democracy movement, have been subjected.

This article is meant to confute the uniformly positive impression left by the earlier **TIP** piece, and to discourage our active collaboration with I/O Psychologists in TPR so long as the nature of the government there remains as it is. Quite aside from any "political" issues—i.e. whether one tends to be upset primarily by regimes of the totalitarian Left or totalitarian Right—how can we (those of us who are college professors) cooperate with representatives of a system that summarily arrests and tortures our own students? And most especially as I/O Psychologists how can we in good conscience engage in applied research and practice the aim of which is at least in part to render more effective the economic system that supports such a government—an economic system that relies in part on the convict labor of political prisoners?

I suppose there are some who will argue that only by international cooperation and the reduction of perceived external threat will China's leaders (present or future) eventually be able to tolerate or embrace liberal democratic reform. This position of "constructive engagement" that was advanced as an alternative to the international boycott of South Africa seems in this instance to have no merit whatever. In the case of South Africa there was a government which itself contained some significant liberal democratic elements, and which stated its intentions to gradually effect democratic reforms. Whether one believed that those stated intentions were genuine or not, there was at least the basis for rationalizing one's advocacy of cooperating with South Africa. Not even such rationalizations are available to those who advocate or actively support The People's Republic of China.

RESEARCH: A VIEW FROM THE BOTTOM—NOT JUST FOR THE RATS ANYMORE

Kerry A. Burgess[1]
Naval Training Systems Center
and
University of Central Florida

Over the past three years, I have worked in a research lab. Throughout this time, people have often inquired as to what, in particular, we do there. When I've responded "research," I have occasionally been jokingly met with questions such as "where's your lab coat?", "do you use rats for your study?", and "do you shock people with electrodes?"

Now that I am a graduate student, I have come to the realization that other students without research experience tend to have the same sort of questions. This lack of knowledge can often lead to many missed opportunities. For this reason, I hope to convey some insight (e.g., address common misconceptions) from a graduate student's perspective, into the realm of research, as well as give you an explicit understanding of the benefits that research can offer to you.

The first and perhaps biggest misconception about research is that it is boring, repetitive, and tedious. In my experiences, these adjectives could not be more non-descriptive. When I started working at NTSC, my initial experience with research took place immediately when I had the opportunity to assist in an empirical study which, at that time, was just beginning. In this study, I scheduled and trained participants, assisted with the development of the training manuals, and conducted the observer ratings. That experience alone taught me more about research than I had ever learned as an undergraduate. For me, the most exciting part of the research project was watching what started out as simply an idea unfold into a huge, intricately detailed empirical study. Since that time, I have had many opportunities to delve into other research areas. With my experience, I have discovered that the responsibilities accompanying research can be quite diverse and hectic!

In relation to this misconception, the vision of the psychological researcher as the "lab coat" who plays with rats all day couldn't be more inappropriate. First of all, I have never even *seen* an actual lab coat in my lab! Second, the individuals working in Industrial/Organizational research are usually researchers who have received (or are aspiring to receive) Ph.D.'s in I/O Psychology. A lot can be learned in working with so many highly educated people such as those found in I/O research. In my opinion, the best part of potential relationships with co-workers is that you can obtain a much clearer "outlook" on what it takes to succeed in this field. Often in these situations, one or two individuals even emerge as mentors. Believe me, a mentor can help you set goals above and beyond what you ever thought you could accomplish.

Another misconception about research is that it is a dead-end street. In contrast, research can serve as a framework on which very successful careers can be based. The benefits of research experience are even evidenced with the initial pursuit of graduate school admission, in that it is a definite "plus" in the eyes of admissions boards. This is supported by the inevitable question on graduate school applications pertaining to research experience. Moreover, research experience offers a clear understanding of what the current trends are in I/O, as well as indicate what you can expect from graduate school. Research is the product of your level of motivation and determination—an individual can accomplish a tremendous amount if he/she puts the effort towards it.

I am not trying to convince everyone that research is for you. Rather, my point is that research is definitely what you make of it with the given

resources. It can give you a strong foundation for any endeavor you wish to pursue in I/O. Perhaps the greatest part of research is the challenge to really think and to be able to systematically solve problems. The ultimate reward of these efforts is the presentation of the final product.

While it's true that students working in research environments are usually at the lower end of the "hierarchical totem pole," the view from the bottom is spectacular. It gets better with each step taken.

Footnote

1. Kerry Burgess is currently a research associate in the Team Training laboratory at the Naval Training Systems Center in Orlando, Florida. She is also finishing up her first year of graduate school in Industrial/Organizational Psychology at the University of Central Florida.

SIOP CALENDAR

SIOP Conference San Francisco, CA	April 29-May 2, 1993
TIP Deadline for August Issue	May 15, 1993
APA Convention Toronto, Canada	August 20-24, 1993
SIOP Conference Nashville, TN	April 7-10, 1994

SIOP—APS Connection



AMERICAN PSYCHOLOGICAL SOCIETY

Lee Herring
American Psychological Society

Eugene F. Stone
SUNY-Albany

Literacy and Reading. Complementing the Changing Nature of Work research initiative—spawned by the APS-sponsored Human Capital Initiative (HCI) in September—are recent efforts to define research initiatives in the area of literacy and reading. An HCI subgroup focusing on literacy and reading met at the National Institute on Child Health and Human Development in Washington, DC, in February to begin planning research initiatives that can be funded by federal and private agencies.

Schooling and Literacy is the second of the six major research areas described in the HCI document, and it complements the first HCI-spawned initiative—the Changing Nature of Work—which has been evolving over the past few months toward specific research initiatives under the guidance of Coordinating Committee Chair **Milton Hakel.** This initiative is designed to attract research funding on worker productivity issues, and a draft of specific research initiatives is nearing completion, soon to be distributed for comment by involved organizations.

Both literacy and productivity areas are described in the Human Capital Initiative document compiled by nearly 70 behavioral science organizations, including SIOP, in 1992. The other four areas incorporated in the HCI are aging, drug abuse, health, and violence. (See the January 1993 SIOP—APS Connection.) Planning efforts are beginning for these areas as well. Congress has expressed interest in the HCI and has instructed the National Science Foundation to use the HCI in planning its behavioral and social science research activities.

Fifth Annual Convention. The Society for Chaos Theory in Psychology is one of several behavioral science organizations arranging their annual meetings to be proximate in time and location with the APS Convention as planning continues for the fifth annual APS Convention in Chicago.

Of particular interest to SIOP members will be "Issues in Work—Group Diversity," an APS Invited Symposium organized by **Sherry Schneider** of the University of Arizona. Also of special interest is the Invited Address by **Faye Crosby** of Northwestern University on U.S. Affirmative Action policy. SIOP member **Barbara Gutek** is on the Program Committee for the annual meeting.

Housing and registration forms were distributed to the APS membership in the March *APS OBSERVER* newsletter, and copies are available from APS. The convention will be held on June 25-28, 1993 at the Sheraton Chicago Hotel & Towers.

Additional Information. For further information about APS including membership application forms, contact: **APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907, Tel.: 202-783-2077, Fax: 202-783-2083, Bitnet: APS@APS, Internet: APS@BITNIC.EDUCOM.EDU.**

Master's Matters

Rosemary H. Lowe
The University of West Florida

Faculty, students, and graduates of master's programs will have at least three opportunities this spring to meet their colleagues and discuss issues of relevance. Roundtable sessions are scheduled for SEPA (March 25, Atlanta), SWPA (April, Corpus Christi), and SIOP (April, San Francisco). There will also be a session at APA in Toronto in August. Please plan to attend and bring your news, ideas, and suggestions.

The planning process is now starting for a second National Conference on Applied Master's Programs in Psychology. A planning group will meet in September 1993, to develop the agenda and logistics for a conference to be held in the summer of 1994. Some ideas for conference topics are: (a) models for effective work relationships for Ph.D. and master's-level programs; (b) specialty training guidelines; (c) funding for master's graduate students; (d) implications of federal and state policies (e.g., managed care) for the employment of master's graduates; and (e) articulation of relationships between master's and doctoral programs. Please contact Bill Siegfried (704-547-4752) or Rosemary Lowe (904-474-2366, RLOWE@UWF) with your ideas about goals for a second national conference, and possible conference sites.

The January '93 issue of *Professional Psychology* carries an article[1] that will be of interest to I/O master's program faculty. Rosemary Lowe summarizes available descriptive information on I/O master's programs and discusses implications for the field.

The "Master's Issues Subcommittee" of E&T will be hosting a roundtable discussion during the SIOP conference in San Francisco (tentatively scheduled for Friday, April 30, at 12:30). The SIOP Executive Committee and the E&T Committee have agreed this winter on the process to be used for constructing a set of guidelines for I/O training at the master's level. This process is underway, and will hopefully be completed during 1993. The roundtable discussion will touch on describing this process and progress made, and will present a status report on activities in CAMPP, COGDOP, and other SIOP committees that affect master's level training. Jamie Farr, representing the Long-Range Planning Committee, will join Gordon Simerson, Bill Siegfried, Rosemary Lowe, and Laura Koppes to explore the impact of master's level training on SIOP and what support SIOP might provide to master's level practitioners and those who train them. Conference participants who are interested in these issues are invited to attend.

Footnote

1. Lowe, R. H. (1993). Master's programs in industrial/organizational psychology: Current status and a call for action. *Professional Psychology: Research and Practice, 24,* 27-34.

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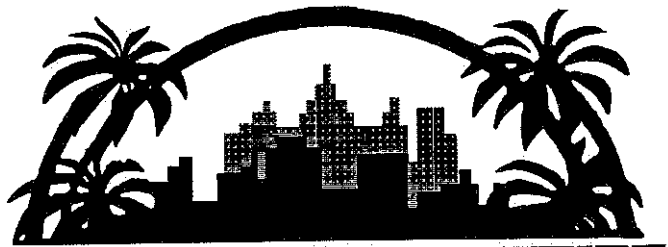
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1993 APA Convention

Jeffrey J. McHenry
APA Program Chair for SIOP

SIOP's APA Program Committee has put together a terrific program for this year's APA Convention in Toronto. Mark your calendars for August 20-23—this year's APA is not to be missed! (Although the conference runs through Tuesday, August 24, APA has graciously allowed us to consolidate our program from Friday, August 20 through Monday, August 23.)

We received many outstanding symposium, conversation hour, and poster submissions this year. Here are a few of the fantastic symposia and conversation hours you will be able to attend in Toronto:

- A symposium on **Psychological Testing: The Next 100 Years** with **Dianne Brown, Kevin Murphy, Marilyn Gowing, Carol Dwyer, Kevin Moreland,** and **Bert Green.**
- A symposium on **Union Leadership** featuring **Julian Barling, Jack Fiorito, Lois Tetrick, Clive Fulliger, E. Kevin Kelloway,** and **Victor Cetano,** plus discussant **Gord Wilson** from the Ontario Federation of Labour.
- A symposium on **Implementing the ADA for the Blind and Visually Impaired** with **June Morris, Bill Lohss,** and **Emerson Foulke** from the American Printing House for the Blind, **James Gashel** from the National Federation of the Blind and **Alex Westgate** from the Canadian National Institute for the Blind.
- A conversation hour with **Frank Landy, Laura Shankster,** and **Stacey Kohler,** who are writing the 1994 Annual Review Chapter on Personnel Selection.
- A symposium on drugs in the workplace, **Under the Influence? The American Workforce,** with **Jacques Normand, Robert Bray, Michael Newcomb, Marian Fischman, Wayne Lehman, Terry Blum, Kevin Murphy,** and **Charles O'Brien.**
- A symposium on **New Ideas for Assessing Training Effects In the Real World** with **Richard Klimoski, Robert Haccoun, George Alliger, Scott Tannenbaum,** and **Kurt Kraiger.**

We also have a terrific line-up of invited speakers:

- **Fred Fiedler** will speak on **Cognitive Resource Theory: Effective Utilization of Leader Intelligence and Experience.**
- **Nina Gupta** will share her ideas on **Skill-Based Pay: Strategic, Behavioral, and Pragmatic Concerns.**
- **Douglas Jackson** will summarize his research on **Perspectives on Personality and Job Performance: Evidence from Senior Executives.**

- **Lorne Kenney** of the Premier's Council for Economic Renewal, Province of Ontario, will summarize the findings of **The Ontario Task Force on the Organization of Work.**
- **Ann Morrison** will talk about **"Best Practices" for Developing Diversity.**
- **Harry Triandis** will give a talk on **Cultural Differences of Interest to I/O Psychologists.**

In addition to these speakers, APA will sponsor a Science Weekend address by **Kenneth Thomas** on **Empowerment and Work Relationships**, as well as a talk by **Phil Ackerman**, who will receive an Early Distinguished Career Award.

The full SIOP program schedule for APA will be printed in the July **TIP.** Be sure to look for it. And make sure you include APA in your summer plans. We'll be looking forward to seeing you!

Finally, let me offer thanks to all of the Program Committee members for the hard work they put in during the past several months. The high quality of the APA program is due to their efforts. **Maureen Ambrose, Martin Evans, Nancy Rotchford**, and **Peter Scontrino**—the members of the Program Planning Subcommittee—invested lots of hours in generating symposium and poster proposals, arranging the invited speakers, and helping with paperwork. Thirty-nine other committee members contributed by preparing and reviewing convention submissions: Rodger Ballentine, Rabi Bhagat, Mark Blankenship, Caryn Block, Jay Breyer, Douglas Bunker, Jonathan Canger, Scott Cohen, Steven Cronshaw, Bill Cunningham, Lee Friedman, Sonia Goltz, Joy Hazucha, George Hollenbeck, Vandra Huber, Keith James, Steve Jex, Debra Johnson, Roy Johnson, Karen Kendrick, Jack Kennedy, Deirdre Knapp, Philip Lewis, Rodney Lowman, Karen Midkiff, Carol Moore, Jane Nebelung, Jim Outtz, Ellen Papper, Mavee Park, Earl Potter, Elizabeth Ravlin, Hendrick Ruck, Lise Saarl, Rick Siem, Marc Sokol, Mark Somers, Donna Thompson, and Brian Usher. **THANKS TO ALL OF YOU!**

PUBLICATION SCHEDULE FOR TIP

Publication Month	Deadline
July	May 15
October	August 15
January	November 15
April	February 15

UPCOMING CONFERENCES AND MEETINGS

This list was prepared by Julie Rheinstein and Linda Sawin for SIOP's External Affairs Committee. If you would like to submit additional entries please write **Julie Rheinstein at Room 6462, OPRD, U.S. Office of Personnel Management, 1900 E Street, NW, Washington, DC 20415, (or call (202) 606-0388, or FAX entries to (202) 606-1399)**, or write **Linda Sawin at Armstrong Laboratory, Brooks Air Force Base, Texas 78235-5000 or call (210) 536-3713).**

1993

April 12-16	Annual Convention, American Educational Research Association. Atlanta, GA. Contact: (202) 223-9485.
April 12-16	Annual Convention, National Council on Measurement in Education. Atlanta, GA. Contact: (202) 223-9318.
April 29-May 2	Eighth Annual Conference of the Society of Industrial and Organizational Psychology. San Francisco, CA. Contact: (708) 640-0068.
May 9-13	Annual Conference of the American Society for Training and Development. Atlanta, GA. Contact: ASTD (703) 683-8188.
May 16-18	8th Annual Meeting of the International, Interorganizational Research/Study Team on Nonviolent Large Systems Change. George Williams College, Illinois. Contact: (216) 461-4333.
May 18-21	23rd Annual Information Exchange on "What is New in O.D. and Human Resource Development." George Williams College, Illinois. Contact: (216) 461-4333.
May 23-26	Annual Conference of the Society for Human Resource Management. Washington, DC. Contact: SHRM, (703) 548-3440.
June 15-17	8th International Occupational Analyst Workshop. San Antonio, TX. Contact: (210) 652-3694.
June 20-24	Annual Conference of the International Personnel Management Association Assessment Council. Sacramento, CA. Contact: IPMA (703) 549-7100.
June 25-28	Annual Convention of the American Psychological Society. Chicago, Illinois. Contact: APS (202) 783-2077.
July 17-21	Annual Conference of the American Society for Public Administration. San Francisco. Contact: (202) 393-7878.

July 17-21	Sixth Meeting of the International Society for the Study of Individual Differences. Baltimore, MD. Contact: Paul T. Costa, Jr., (410) 558-8216.
July 18-24	13th O.D. World Congress. Samara, Russia. Contact: (216) 461-4333.
Aug. 8-11	Annual Meeting of the National Academy of Management. Atlanta, GA. Contact: Mary Ann von Glinow, (213) 740-0731.
Aug. 8-12	Annual Convention of the American Statistical Association. San Francisco. Contact: ASA, (703) 684-1221.
Aug. 20-24	Annual Convention of the American Psychological Association. Toronto, Canada. Contact: APA, (202) 336-6020.
Oct. 3-5	International Assessment Conference, Personnel Decisions, Inc. and Department of Psychology, University of Minnesota. Minneapolis, MN. Contact: Client Relations (800) 633-4410.
Oct. 3-7	International Personnel Management Association. International Training Conference. Chicago, IL. Contact: IPMA, (703) 549-7100.
Oct. 11-15	Annual Conference of the Human Factors Society. Seattle, WA. Contact: The Human Factors Society, (310) 394-1811.
Nov. 3-6	Annual Convention of the American Evaluation Association. Dallas, TX. Contact: John McLaughlin, (804) 225-2089.
Nov. 15-17	Annual Conference of the Military Testing Association. Williamsburg, VA. Contact: Richard Lanterman, (202) 267-2986.

1994

April 7-10	Ninth Annual Conference of the Society of Industrial and Organizational Psychology. Nashville, TN. Contact: (708) 640-0068.
July 17-22	23rd International Congress of Applied Psychology. Madrid, Spain. Contact: Secretariat, Colegio Oficial de Psicologos, 23 IAAP Congress, Nunez de Balboa, 58, 5, 29001 Madrid, Spain.

CALL FOR PAPERS: THE KENNETH E. CLARK RESEARCH AWARD

The Center for Creative Leadership is sponsoring the **Kenneth E. Clark Research Award**, an annual competition to recognize outstanding unpublished papers on leadership by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

The first place award will include a prize of $1,500 and a trip to the Center to present the paper in a colloquium. The Center also will assist the author in publishing the work in an appropriate outlet. Additionally, a prize of $750 will be awarded for a paper judged as deserving honorable mention status.

Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1993 award is "The Dynamics and Context of Leadership," which includes issues such as: (a) leadership during times of rapid change, (b) leadership for quality organizations, (c) leadership in team settings, (d) cross-cultural issues in leadership, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership.

Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and context of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers from the Center.

Papers may be authored and submitted only by graduate or undergraduate students. Entrants must provide a letter from a faculty member certifying that the paper was written by a student or students, and is an unpublished work. Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers.

Papers are limited to 30 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to the third edition of the *Publication Manual of the American Psychological Association.*

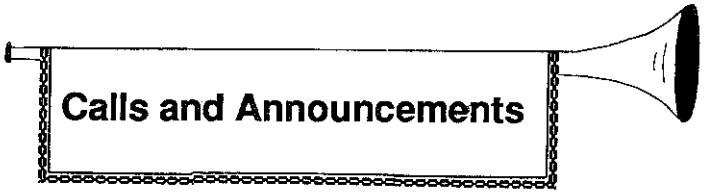
In the absence of a paper deemed deserving of the award, the award may be withheld. **Entries (accompanied by faculty letters) must be received by August 31, 1993.** Winning papers will be announced by October 30, 1993. Entries should be submitted to: **Dr. Walter Tornow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300.**

New Ph.D. Program

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The State of Ohio has recently approved a new Ph.D. program in these areas of Psychology. We are now accepting applications for admission in Fall, 1993. The program has a critical mass of faculty and productive well-equipped laboratories. For more information, contact the department.



SPECIAL ISSUE ON TEAM PROCESSES AND PERFORMANCE: CALL FOR PAPERS

A special issue of *Military Psychology* devoted to research on team processes and performance is currently being prepared. We seek empirical and theoretical research papers that are aimed at understanding how teams function. For the purposes of this issue we will focus on the kind of teams that possess the following characteristics: a) a distinguishable set of two or more people; b) a requirement for members to interact dynamically; c) high task interdependency; d) assigned roles or functions; e) members with a common or valued objective/goal/mission. The issue will be coedited by Eduardo Salas, Clint A. Bowers, and Janis A. Cannon-Bowers.

Topics of interest include (but are not limited to): behavioral indices of teamwork, team decision-making, team performance under stress, team performance measurement methodology, team effectiveness in naturalistic settings, team leadership, and reallocation of function among team members. Empirical studies with military units are preferred, but descriptions of other research with application to military teams (as described above) are also encouraged. Manuscripts should not exceed 30 pages, all inclusive. Persons interested in contributing to the special issue should send five copies of a complete manuscript to **Eduardo Salas, Code 262, Naval Training Systems Center, 12350 Research Parkway, Orlando, FL 32826; (407) 380-4651.**

The deadline for submission is May 30, 1993. All manuscripts will be subjected to the normal *Military Psychology* review process.

Citation Nominees Sought by CWP

The APA Committee on Women in Psychology (CWP) is accepting nominations for its 1993 Leadership Citations. CWP presents up to three citations a year to individuals judged to have made outstanding leadership contributions to women in psychology. Nominees' contributions should represent CWP's goal of ensuring that women achieve equality as members of the psychological community.

There are two categories for nominations: emerging and distinguished leaders. Emerging leaders are psychologists who have received their doctorate

within the past 10 years, have made a substantial contribution to women in psychology and show promise of an extensive, influential career. Distinguished leaders are psychologists who have worked for 10 years or more after receiving their doctorate. They should have a longstanding influence on women's issues and status and should be recognized leaders in their area of expertise.

All nominations must include a brief statement of support for the nominee (500-word maximum), six copies of a current vita and three reference letters (6 copies of each letter). Reference letters should address the nominees' leadership activities, contributions, and scope of influence that advance knowledge, foster understanding of women's lives, and improve the status of women and underrepresented subpopulations of women in psychology and society.

Current CWP members and APA staff are not eligible. All materials must be received by April 1. Recipients selected by CWP will be announced at the APA Convention in Toronto, Ontario, Canada, in August.

Send nomination materials to the **CWP Awards, Women's Programs Office, American Psychological Association, 750 First St., N.E., Washington, DC 20002-4242.**

Announcing a New Master's Program in I/O Psychology

The New York State Department of Education has approved Hofstra University's program in Industrial/Organizational Psychology leading to the Master of Arts degree. This program evolved out of the doctoral program in Applied Research and Evaluation that has been taught at Hofstra for the past 20 years, and from which over 100 Ph.D.'s have graduated. The new program is designed to provide students with basic psychological principles and skills that can apply to problems that arise in a variety of organizational settings. Classroom instruction is supplemented by practical experience in supervised internships.

The 44-credit M.A. program can be completed in two years of full-time study or three years of part-time study. Courses are taught in the late afternoon and evening, to accommodate persons who work during the day. It is the only graduate program in industrial/organizational psychology on Long Island. Students are currently being accepted for Fall 1993. Applicants should contact: **Master's Degree Program in, Industrial/Organizational Psychology, 102 Hofstra University, Hempstead, NY 11550-1090, Telephone: (516) 486-7617.**

Workshop on Sexual Harassment in the Military

As a part of the preconvention activities at this summer's APA Convention in Toronto, Division 14 and Division 19 (Military Psychology) are co-sponsoring a Continuing Education Workshop. The topic is "Sexual Harassment in the Military." Workshop discussants will represent each of the U.S. military services, DoD civilians, and Canadian Forces. This year, the workshop will be structured to facilitate audience participation. Group discussions after speaker's presentations will help identify and develop the issues of sexual harassment from a research and applications perspective. Questions will be examined, such as: What is sexual harassment? What is the extent of its occurrence? How is sexual harassment related to important work processes and outcomes? Who is "at risk" to sexually harass? and How do other nations develop and resolve these questions? The workshop discussion should lead to better identification of the issues, operational definitions, interventions, and the meaning of this topic in the broader context of military and society. Participants will receive 7 APA Continuing Education credits.

Mark your calendars! The workshop is scheduled for the entire day, Thursday, August 19, 1993, the day before the APA Convention. For more information, please call **Jim Griffith, Ph.D. (301) 279-3845.**

Research on Accident Prevention

Vicki Packman of the Salt River Project, a major power and water utility in Phoenix, Arizona, is conducting research to determine if certain factors or a string of factors can be used to predict employees who are at risk for having an accident. She is studying a sample of 355 journeymen and apprentices over a five year period. Variables included in the analysis are overall performance ratings; disciplinary actions received; grievances filed; number of preventable vehicular, non-preventable vehicular, operational and OSHA recordable accidents; sick, AWOL and tardy data and descriptor variables. Vicki is interested in hearing from organizations who have conducted similar research (602) 236-8731.

A New Publication Outlet for Organizational Research Methods Articles: The Research Methods and Analysis Section of the Journal of Management

The Journal of Management is pleased to announce that a new section on organizational research methodology has been established. The Research Methods and Analysis section is designed to bring relevant methodological developments to the attention of a broad range of researchers working in areas represented within the domain of the Academy of Management and/or the Southern Management Association. An important goal of the section is to

promote a more effective understanding of current and new methodologies as applied in management research.

Several types of articles are appropriate for the Research Methods and Analysis section. One type of article addresses questions about existing quantitative and qualitative methods and research designs currently used by management researchers, and may involve a comparison of alternative available methods. Articles of this nature should focus on the relative strengths and weaknesses of the analytical technique(s) presented. A second type of article demonstrates new applications of existing quantitative or qualitative methods to substantive questions in management research. The manner in which the new applications advance understanding of management research should be addressed with these articles. Finally, a third type of article introduces methodological developments or techniques from other disciplines to management researchers. For these articles, the relative advantages of the new techniques should be clearly discussed. Articles which do not fit these three categories may be submitted to the Research Methods and Analysis section, as long as they are written in a manner consistent with the objectives stated above.

The Research Methods and Analysis section will appear in all regular issues of the Journal of Management. To submit a manuscript for review for this section, follow the procedures for manuscript submission as published in the Journal of Management and send 4 copies to: **Dr. Larry J. Williams, Consulting Editor, Journal of Management, Krannert Graduate School of Management, Purdue University, West Lafayette, IN 47907.**

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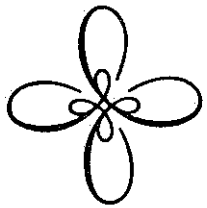
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Advertise in the Convention Program

If you have a product, service, or position opening, advertise in the source that reaches most of your colleagues. Contact:

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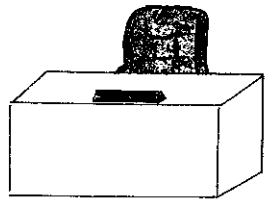


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Positions Available



CONSULTANT OR SENIOR CONSULTANT, HRStrategies (previously Personnel Designs, Incorporated) is a full-range human resources consulting firm with offices in the Detroit, Hartford, Houston, Los Angeles, and New York City areas. Across the offices, **HRStrategies** has one of the largest complements of Industrial-Organizational Psychologists in the nation. Our business spans a range of industry groups, including the manufacturing, electronics, retail, transportation, pharmaceutical, petroleum, health care and entertainment industries. We work in both the public and private sectors. We are seeking Ph.D. or Master's level I-O psychologists who have strong writing, presentation, psychometric and statistical skills. Initial job duties would depend upon previous experience, and would include participation in a range of activities associated with the construction and implementation of a selection systems (e.g., test development, test validation, interview construction and training, assessment center design), performance appraisal systems, career developmental programs, compensation programs, and altitude surveys. Advancement potential within the firm is commensurate with performance and ongoing development skills. Salary competitive. Send resume to: **Dr. John D. Arnold, Vice President, HRStrategies, P.O. Box 36778, Grosse Point, MI 48236.**

HUMAN RESOURCES RESEARCH INTERNS. BellSouth Corporation, a leader in the telecommunications industry, is currently accepting applications for predoctoral industrial/organizational psychology internships. These positions provide an excellent opportunity to conduct applied research, develop human resource programs and gain insight into the environment of a major corporation while interacting with licensed I/O psychologists and human resources professionals. The internships are full-time and last six to twelve months, beginning in January or July. All positions are located in Atlanta, Georgia.

Qualified applicants will be enrolled in an I/O doctoral program and have completed a Master's degree or equivalent (admitted to doctoral candidacy). Applicants should possess strong research, analytical, interpersonal, and communications (both oral and written) skills. Expertise in PC SAS is highly desirable.

The deadline for completed applications is October 15 for internships beginning in January and April 15 for internships beginning in July. Qualified applicants are invited to submit a cover letter, resume, and two letters of recommendation to: **Deborah Uher, Ph.D., BellSouth Corporation, Room 13C02, 1155 Peachtree St., NE, Atlanta, GA 30367-6000.**

CONSULTANT/PROJECT MANAGER. Organizational Effectiveness Consultants (OEC) is a management consulting firm based in Chicago, with offices in San Francisco and Boston. We consult to a variety of companies, ranging from mid-sized to the Fortune 500, in the areas of personnel selection, opinion surveys, alternative compensation, change management and executive coaching. To meet the demands of our rapidly growing client base, we are seeking consultants to assume total project responsibilities in personnel selection and opinion survey programs in all of our offices. The ideal candidate will have an advanced degree (Ph.D. preferred) in I/O Psychology or a related field. Candidates must have at least 5 years of experience in the field, including experience in a corporate environment, and experience managing large-scale projects in personnel selection and/or opinion surveys. Candidates must possess strong writing and oral presentation skills, a strong quantitative background and the ability to work in a fast-paced environment and meet multiple deadlines. Salary is commensurate with experience and background. Send resume and salary history to: **George M. Langlois, Ph.D., President, Organizational Effectiveness Consultants, 216 S. Jefferson Street, Suite 201, Chicago, IL 60661.**

POSITION ANNOUNCEMENT: UNIVERSITY OF BALTIMORE
YALE GORDON COLLEGE OF LIBERAL ARTS
PSYCHOLOGY DEPARTMENT
INDUSTRIAL/ORGANIZATION POSITION

The University of Baltimore, pending final budgetary approval, seeks applications from highly qualified candidates for a tenure track full-time faculty position at the rank of Assistant Professor in the Department of Psychology of the Yale Gordon College of Liberal Arts. The University of Baltimore is situated in downtown Baltimore and also includes the Merrick School of Business and the School of Law.

For this position a Ph.D. is mandatory. Candidates should have a primary interest in teaching, although other professional activities are necessary for advancement. The person in this position will be responsible for teaching courses at the undergraduate and Master's degree level in I/O Psychology and Organizational Behavior and Research Design. Experience in industry is preferred. Appointment will commence in August 1993. Interested candidates

should submit a *Curriculum Vita* and a letter stating instructional and professional interests, activities and plans for scholarly activity. The review and selection process will begin April 30, 1993. Applications should be sent to **W. Wagman, Chair, Department of Psychology, The University of Baltimore, 1420 N. Charles Street, Baltimore, Maryland 21201-5779.**

I/O PSYCHOLOGIST CONSULTANT/PROJECT MANAGER. Hoffmann Research Associates is a growing full-service Human Resource firm specializing in information systems, test development, employment selection, survey design and equal employment issues. Our staff composition is interdisciplinary in nature, with backgrounds in statistics, sociology, computer science, education, as well as industrial psychology, organizational development and human factors. We are seeking to add a senior-level industrial psychologist to that complement, whose responsibilities would include project management, client contact, and providing expert witness testimony, as well as participating in a range of project activities. Desired qualifications of candidates are a Ph.D. in psychology or related field, five years of relevant experience, and strong writing, research and presentation skills. Competitive salary commensurate with experience. Send resume to **Carole Ogan, Business Manager, Hoffman Research Associates, 111 Providence Road, Chapel Hill, NC 27514, or fax at 919/490-1150.**

HUMAN RESOURCES RESEARCH INTERNSHIP. Southwestern Bell Corporation, a leader in the telecommunications industry, is currently seeking applications for two (2) Pre-Doctoral (third or fourth year) Industrial/Organizational or Human Factors Psychology internships. This position will provide an excellent opportunity to gain experience in a major corporation and become part of a team consisting of two I/O Psychologists, a research assistant and the staff responsible for corporate-wide human resources planning. Research projects may include conducting job analyses, analyzing test validation data, constructing selection tests, constructing surveys, conducting human factors and ergonomic studies, and writing technical reports. Strong written and oral communications skills are essential. Expertise in SAS in the TSO computer environment is highly desirable. This is a 6 to 8 month, full time position beginning in the May-June 1993 time frame. Qualified applicants should be enrolled in an I/O Psychology doctoral program, and have completed a Master's degree or equivalent.

Interested students are invited to send a resume and two letters of recommendation no later than May 7, 1993 to: **Dr. Seth Zimmer, Southwestern Bell Corporation, 175 E. Houston, San Antonio, TX 78205.**

Manuscripts, news items, or other submissions to **TIP** should be sent to:

Kurt Kraiger
Department of Psychology
University of Colorado at Denver
Campus Box 173
P.O. Box 173364
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Phone: 303-3556-2965
FAX: 303-556-3520

Queen's University Department of Psychology Advertisement
Position in I/O Psychology

QUEEN'S UNIVERSITY. Department of Psychology. A tenure track position at the Assistant Professor level is available starting 1 July 1993, or as soon as possible, in the area **Industrial/Organizational Psychology**. Queen's University is located in the historic city of Kingston, an attractive community of approximately 125,000, situated at the confluence of Lake Ontario and the St. Lawrence River, and roughly equidistant from Toronto, Ottawa, Montreal and Syracuse, NY.

The successful candidate will have a Ph.D., with a specialization in Industrial/Organizational Psychology, and will have a program of research in human resource management, or macro organizational behavior. She or he should also be able to teach research design and quantitative methods, including multivariate statistics at the undergraduate or graduate level. In addition to teaching undergraduate and graduate courses, the successful candidate is expected to supervise the research of undergraduate and graduate students and to maintain an active research program. Decisions will be made on the basis of demonstrated research competence (as indicated by publication record), teaching ability and potential for collegial service.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residence. Queen's University has an employment equity program, welcomes diversity in the workplace and encourages applications from all qualified candidates, including women, aboriginal peoples, people with disabilities and visible minorities. Queen's University is willing to help the spouse of new appointees seek suitable employment. Applications, curriculum vitae, copies of recent publications and letters from three referees should be sent to **Dr. R. Kalin, Head, Department of Psychology, Queen's University, Kingston, Ontario K7L 3N6, telephone (613) 545-2492, fax (613) 545-2499.**

ASSISTANT DIRECTOR. The Interdisciplinary Center for the Study of Work Teams at the University of North Texas is accepting applications for an Assistant Director to begin in the summer or fall of 1993.

Qualifications: PhD in I/O Psychology required; teaching and research experience required; consulting and work experience a plus. Excellent communication skills and ability to work in a team environment required; transformational leadership qualities a plus.

Duties: Work with the Center's student teams, faculty committee, Director, and corporate sponsors in learning partnerships to create, disseminate, and archive information about work teams; teach occasional courses; participate in research projects and education activities; some travel to conferences and corporations. Administrative functions include managing secretarial/clerical

staff, chairing team meetings, budgeting and bookkeeping, team development. Call (817) 565-3096 to order a copy of the Center's brochure.

Send vita, cover letter describing qualifications and research and teaching interests, and three letters of reference to **Dr. Michael Beyerlein, Director, Center for the Study of Work Teams, P.O. Box 13587, Denton, TX 76203-3587**. All materials must be postmarked by June 7, 1993.

The University of North Texas is an Equal Opportunity/Affirmative Action Employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

HUMAN RESOURCES RESEARCH INTERNS. Xerox Corporation in Rochester, New York is seeking candidates for two pre-doctoral I/O Psychology internship positions. These positions provide the opportunity to develop and implement new Human Resource initiatives, conduct applied research, and gain valuable experience working within the context of a major corporation. Job duties may involve a range of activities including the development, validation and implementation of selection systems, employee satisfaction research, work and family research, and survey research and development. Both internships are full-time positions for a minimum of six months. One position is open immediately, and the second position will begin in September 1993. Qualified candidates will be enrolled in an I/O doctoral program, and have completed a Master's degree or been admitted to doctoral candidacy. We are seeking candidates who possess strong interpersonal, research, statistical, problem solving and communication skills. SAS expertise is also desirable. Applicants are invited to submit a cover letter, resume and references to: **Eric J. Vanetti, Xerox Corporation, Xerox Square-04A, Rochester, NY 14644**. Xerox is an equal opportunity employer.

FACULTY POSITION OPENING. Assistant Professor with teaching and research interest in Personnel Psychology, Ph.D. required. Send statement of interest, curriculum vitae and brief description of research plans to: **Director—Psychology Department, University of Puerto Rico, Rio Peidras Campus, P.O. Box 23345-University Station, San Juan, P.R. 00931-3345.**

Call for Proposals: Research Using Looking Glass, Inc.®

The Center for Creative Leadership is inviting research proposals from those using, or interested in using, the Looking Glass, Inc.® University Edition. Research toward a doctoral dissertation will be eligible for the award.

The person or team submitting the winning proposal will be granted $10,000 toward completion of their research. The Center reserves the right to publish the resulting research.

The four-hour University Edition duplicates the problems and dilemmas of Looking Glass, an organizational simulation structured around a fictitious glass manufacturing corporation.

Among the criteria for the 1993 grant:

- The research question must be stated clearly, must demonstrate potential to make a significant conceptual contribution within the researcher's area of interest and must have application to the practice of leadership or leadership development.
- The scope of the research must be large enough to be significant in terms of its impact, but not so large as to be unattainable within a year.
- The intended use of LGI-UEd must be an appropriate use.
- The methodology must be clearly stated and appropriate to the research question.
- There must be no potential for harm of any kind to subjects.

To apply for the grant, please send a brief (3-5 page) research proposal, describing the nature and significance of the research, how it will use Looking Glass, and a description of the costs to: **Ellen Van Velsor, PhD, Director, Product Development Research, Center for Creative Leadership, PO Box 26300, Greensboro, NC 27438-26300; (919) 288-7210.**

The deadline for receipt of proposals is July 2, 1993. A decision will be announced by **August 6, 1993.**

Announcement

The Board of Convention Affairs would like each person with a disability who is planning to attend the Convention in Toronto, Ontario, Canada, August 20-24, 1993, to identify himself or herself and to provide information on how we can make the convention more readily accessible for his or her attendance. APA will provide a van with a lift as transportation for persons in wheelchairs, interpreters for hearing impaired individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance for the convention on the APA Advance Registration and Housing Form which will appear in the March through May issues of the *American Psychologist*. A note which outlines a person's specific needs should accompany the Advance Registration and Housing Form. This is especially important for persons who require interpreting services. **The deadline for registering in advance for the convention is June 21, 1993.**

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The Industrial-Organizational Psychologist (TIP) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to more than 3500 Society members; the Society's **Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4600 copies per issue.

Advertising may be purchased in **TIP** and the **Annual Convention Program** in units as large as two pages and as small as a half-page spread. In addition, **"Position Available"** ads can be obtained in **TIP** at a charge of $75.00 for less than 200 words, and $90 for less than 300 words. For information or placement of ads, contact: **SIOP Administrative Office, 657 East Golf Road, Suite 309, Arlington Heights, IL 60005.**

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TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The **Annual Convention Program** is published in March. The closing date is January 15th.

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